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ABSTRACT

As part of a program to develop and implement a program for training teachers and teacher trainers of the underprivileged, five educators participated in an Educational Researchers' Consortium. An edited version of the educators' remarks and observations is presented. A bibliography and abstracts of literature in the field of education are given. The abstracts are categorized under the following topics: Attitudes of Parents; Environmental and Cultural Effects; The Disadvantaged Students; Teaching Language; Motivation; Achievement; Aspiration; Studies of the Students; Compensatory Education; Inservice Education and Teacher Training Programs; and Miscellaneous. For related documents, see ED 050 300-305. (DB)

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EDUCATIONAL THEORY AND RESEARCH AND THE TRAINING OF TEACHERS OF THE DISADVANTAGED

A Final Report
Part VII

Contract No. OEG-0-9-354719-1712-725
Office of Education
Department of Health, Education, and Welfare

By

Frederick John Gies, Ed. D.
Associate Director

B. Charles Leonard, Ed. D.
Director

Center for Educational Improvement
College of Education
University of Missouri - Columbia

1971

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EDUCATIONAL THEORY AND RESEARCH
AND
THE TRAINING OF TEACHERS
OF THE DISADVANTAGED

CENTER FOR EDUCATIONAL IMPROVEMENT

A portion of this report was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. Grant Number OEG-0-9-354719-1712-725. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PREFACE

This report is one among seven produced by the University of Missouri - Columbia TTT Project relating to the education of disadvantaged pupils.

Although the UMC TTT Project has been predicated on an interdisciplinary approach, the leadership providing the impetus for the project originated with the College of Education and was carried out under the auspices of the Center for Educational Improvement.

These reports, along with the accompanying activities and materials, resulted from a contract (No. OEG-0-9-354719-1712-725) between the U.S. Office of Education, Department of Health, Education, and Welfare and the University of Missouri - Columbia.

The provisions of the contract called for the completion of the prescribed activities by June 30, 1970. However, since all the activities and reports could not be completed by the stipulated date, the Office of Education authorized extension of the contract date to June 30, 1971 without additional funding.

During the 1969-70 academic year, the University of Missouri - Columbia submitted a detailed proposal stipulating the goals, procedures, activities, etc. to follow the completion of the initial phase of the project. Following the submission of the continuing UMC TTT Project proposal, the U.S. Office of Education advised the University of Missouri - Columbia that additional funds were not available. Therefore, with the completion of the several reports concerning the training of teacher trainers of the disadvantaged and the education of disadvantaged pupils, the UMC TTT Project will terminate unless additional funding is made available through the U.S. Office of Education.

ACKNOWLEDGMENTS

This report, as well as the numerous and diverse associated products, would not have resulted without the assistance of the U.S. Office of Education, Department of Health, Education, and Welfare. Without their sense of urgency concerning the problems of the disadvantaged and the accompanying problems of training teacher trainers and teachers of the disadvantaged, this project, as well as the many other TTT projects, would never have happened.

The initial UMC TTT Project proposal was the result of the leadership of three UMC Professors: Dr. Raymond S. Adams, Associate Professor of Social Research and Education; Dr. Samuel R. Keys, then Associate Dean of the College of Education and presently Dean of the College of Education at Kansas State University; and Dr. William D. Hedges, Chairman of the Department of Curriculum and Instruction.

In addition, an interdisciplinary committee representing the various divisions of UMC and also public education, provided significant advice in terms of the input for the design and development of the original proposal. The committee comprised: Mr. Robert Wheeler, Assistant Superintendent of Schools, Kansas City, Missouri; Dr. Francis English, Emeritus Dean, College of Arts and Science; Dr. Donald O. Cogwill, Professor of Sociology; and Dr. Ralph C. Bedell, Professor of Education.

As the literature in the field of education was read, analyzed, and abstracted, a number of advanced graduate students in the College of Education provided their assistance. Their services proved to be invaluable. Three of these deserve special mention: Dr. Luther L. Kiser, now Director of Curriculum for the Ames, Iowa Public Schools;

Mr. Norris D. Fox, presently completing his doctoral studies at UMC; and, Mr. Leul Belay, a graduate student at UMC.

Throughout the development and conduct of the UMC TTT Project, Dr. Bob G. Woods, Dean of the College of Education provided strong support and wise counsel. Appreciation is extended to Dean Woods.

A final expression of gratitude must be extended to the U.S. taxpayer, who after all is said and done, "footed the bill" and made this project possible.

Frederick John Gies, Ed.D.
Associate Director

B. Charles Leonard, Ed.D.
Director

CENTER FOR EDUCATIONAL IMPROVEMENT
College of Education
University of Missouri - Columbia

May, 1971

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SECTION I

INTRODUCTION

INTRODUCTION

General Problem

For the underprivileged child, the consequences of being underprivileged are a deprived and discontent past, a drab and unpromising present, and a future beset with much hopelessness. To combat the deprivations of being underprivileged, education will have to undergo reform and improvement. Not the least of the reforms necessary will be the production of enlightened and experienced teachers, teacher trainers, and trainers of teacher trainers competent to deal with the unique educational problems of the inner-city dweller.

Specific Problem

In the most down-to-earth terms, the educational processes require the teacher to act as an intermediary; the teacher translates subject matter into forms appropriate for the level of conceptual development of the child. How efficient the teacher is then, depends on (a) her subject matter competency, and (b) her ability to understand the child's perceptual and conceptual states. It has been clearly demonstrated (Coleman, 1968) that teachers have been less than successful as translators for the disadvantaged child. Available evidence suggests that this failure stems not from ignorance of subject matter but rather from a lack of understanding of how the disadvantaged child thinks, how he feels, and how he "sees" the world and the community encompassing him.

The UMC TTT Project envisages the development of: (1) a comprehensive and integrated "system" (in the systems theory sense of the word) for training teachers and teacher trainers of the underprivileged so that they develop expertise in understanding and coping with

the real world of the disadvantaged, (2) the implementation of that system as both a preservice and inservice teacher training program, and, most importantly, (3) the utilization of this system-in-action as a training program for the trainers of teachers of the disadvantaged.

The UMC TTT Project is predicated on the assumption that the substantial amount of knowledge available in the social sciences and related fields about the world of the disadvantaged child should be accumulated and synthesized as a basis for constructing a system for training teacher trainers. A major concern of the project is that part of the translation act dealing with the presentation of subject-matters be in forms best comprehensible to the pupils. This concern necessitates that emphasis be placed upon the diverse types of personnel involved in training teacher trainers and teachers whose ultimate responsibilities deal with improving the educational opportunities and experiences of the so-called disadvantaged.

Rationale

In terms of the UMC TTT goals, the principal objective is to construct a training program that is viable and relevant for preparing trainers of teachers of the disadvantaged. Viability and relevance can only be demonstrated, however, if as part of the general plan competent teachers are being produced. Hand in hand with the main objective then goes a correlative one--to develop a program for the actual training of teachers. This latter program for teachers of disadvantaged children serves two purposes: (1) to provide concrete evidence of the practical results of the system, and (2) to provide a continuing source of evaluation through feedback to the main programs. Nonetheless, the principal thrust of the project is on producing a program

for training trainers of teachers, that is complete with software of two types: (a) types to be used with commercially available hardware, such as CAI programs, simulated situations, audio and videotapes, film clips, etc., and (b) printed materials such as curricula, texts, manuals, and programmed booklets.

The training of teachers and teacher trainers involves more than the trainers themselves. It involves curricula, equipment, plant, and in fact, all the paraphernalia of the entire instructional program. It also provides for improvement in the quality of supplementary training given by school administrators and supervisory teachers. Furthermore, parents, community representatives, and students themselves are included in order to ensure the development and conduct of programs which reflect the needs and wants of the inner-city community itself. Finally, in order to follow through, it provides for the development of a new teacher training program per se at the University of Missouri-Columbia which will serve as a model for other teacher training institutions.

UMC TTT Operational Goal

PLAN, DEVELOP, TEST, AND IMPLEMENT A PROGRAM FOR THE TRAINING OF TEACHER TRAINERS AND TEACHERS OF THE DISADVANTAGED.

Purpose

The express purpose of this project is to initiate at the University of Missouri - Columbia a series of programs designed to improve the education of disadvantaged children through better training of teacher trainers and teachers. The programs are directed at the many diverse types of personnel engaged in the preparation of teachers, viz., (1) school and college supervisory teachers; (2) school and

college administrators; (3) college teachers in education; (4) college teachers in other disciplines; (5) personnel from institutions engaged in or initiating training programs for teachers of the disadvantaged; and finally, (6) community members who, although not directly involved in teacher training, have a vital stake and interest in the matter. Included also is the training of future teachers. This latter emphasis, although secondary, is regarded as necessary for two purposes: (1) to provide evidence of the viability of the training of trainers programs, and (2) to insure a supply of teachers for inner-city schools.

Procedural Objectives

I. The development of sound scientific bases that provide the rationale for the new training programs.

II. The development and production of curricula in the form of programmed texts, film loops, audio and video tapes, computer assisted instruction lessons, games, and problem simulation.

III. The development, testing, and application of integrated programs for training teacher trainers and teachers of the disadvantaged.

General Description

The program envisaged is ambitious. It can be seen as a series of interrelated Tasks. These Tasks cluster to form four major Operations. These Operations are respectively: (1) Research and Development; (2) Activation; (3) Dissemination; and (4) Application and Evaluation. Operation I represents the planning stage, Operation II represents the pilot stage, and Operations III and IV represent the operating stage.

Summary of Operations

OPERATION I: RESEARCH AND DEVELOPMENT

TASK A: INITIAL SURVEY (Planning)

Objective: To assemble basic data, information, and insights relevant to the problem of providing efficient training for teacher trainers and teachers of the urban disadvantaged.

TASK B: CONSENSUS AND DELINEATION (Planning-Development)

Objective: To convert the information and insights accumulated in Task A to an integrated set of behavioral objectives which will constitute the basis for the development of a new training program for teacher trainers and teachers of the urban disadvantaged.

TASK C: SYSTEM DEVELOPMENT (Development)

Objective: To produce a complete replicatable system for use in training teacher trainers and teachers of the urban disadvantaged.

OPERATION II: ACTIVATION

TASK D AND E: PILOT PROGRAMS (Field Testing)

Objective: To field test a training program for teacher trainers and teachers of the urban disadvantaged.

OPERATION III: DEMONSTRATION

TASK F: CONSOLIDATION (Implementation)

Objective: To produce a number of trained teacher trainers and teachers of the urban disadvantaged through the participation and involvement of school administrators,

liberal arts, social and community service, and education professors and community representatives in the problems and programs.

TASK G: DISPLAY (Dissemination)

Objective: To provide demonstrations of the programs for training teacher trainers and teachers in action, for in-state and out-of-state individuals, groups, and institutions.

TASK H: PRESERVICE AND INSERVICE TRAINING (Continuing Implementation)

Objective: To produce and maintain a supply of teacher trainers and teachers of the urban disadvantaged.

Scope

The UMC TTT Project involves not only the training of a broad spectrum of personnel, but emphasizes the production of a comprehensive training "system" with complete software (film clips, videotapes, programs, simulated situations, monographs, manuals, and other curricular materials). Buttressing the system will be a conceptualization of the behavioral objectives appropriate for teacher trainers and teachers of the disadvantaged. The University of Missouri - Columbia has enlisted and received the cooperation of the public school system of Kansas City, Missouri in the development and implementation of the project. Community representatives including parents, community leaders, and others are being identified and selected for participation in the project.

SECTION II

EDUCATIONAL RESEARCHERS' CONSORTIUM

Section II represents a severely edited version of the oral remarks and observations offered by the five educators who participated in the "Educational Researchers' Consortium."

In every part of the editing effort, an attempt was made to retain the precise meaning of the speaker. Only highly redundant remarks were deleted, and sentence structure and verbiage changed to make the exchanges more readable and escape the vagaries of the impromptu spoken word.

A special word of thanks is in order for the five educational researchers who offered their time and experience for the Consortium.

Dr. Clyde J. Baer
Kansas City Public Schools

Dr. James Craigmile
University of Missouri - Columbia

Dr. J.B. Jones
Texas Southern University

Dr. Richard Larson
University of Wisconsin - Milwaukee

Dr. Mary Meehan
Kansas City Public Schools

Dr. Fred Rogers
University of Illinois - Champaign

EDUCATIONAL RESEARCHERS CONSORTIUM

** This consortium is being held as a part of the TTT Project at the University of Missouri--Columbia. New York was selected as the site for the consortium because it represented a convenient and accessible location for all of us.

Although you are all aware of the purpose of TTT and this consortium as a result of our correspondence with you, let me set the stage for our deliberations with a few remarks.

TTT consists, primarily, of a series of federally financed programs at a number of universities throughout the country aimed at improving the training of professors in education and other disciplines. TTT stands for "training teacher trainers." The several universities were asked to participate in these projects in an effort to improve the curricula and techniques of the professors who train prospective teachers of the disadvantaged.

The University of Missouri--Columbia was invited to participate in the TTT effort because UMC had the personnel and resources available to carry on such an endeavor and because large numbers of its teachers accept positions in urban schools which have large numbers of disadvantaged youngsters. UMC has been pleased to participate in this "critical area" program, and we feel that we have a contribution to make to TTT and teacher education.

As was pointed out to you in our correspondence, we believe that the social and behavioral sciences have developed a fund of knowledge upon which we can build improved training programs. It is

this fund of knowledge which we want to tap for the first phase of the UMC TTT Project. The areas which we have identified and feel to possess the most relevant knowledge are: linguistics, sociology, social psychology, educational practitioners themselves, educational research, community development, and social work. Within each of these areas a monograph will be developed consisting of an analysis and synthesis of the current literature in the field coupled with the results of each of the consortia.

This consortium is concerned with educational research, and each of you possesses a good deal of expertise and experience in this area. Therefore, we are gathered to consider the following:

> "Given the knowledge and insights available in educational research, what do you consider the teacher of urban disadvantaged should know, understand, think, and feel."

* Are you concerned with the identification of the research source or are you concerned with our interpretation of the research findings?

** Both. We are interested in both the source and your interpretations. We would also be interested in hearing what you think needs to be done in the way of research.

* One of the things we are supposed to be talking about is preparation for teaching disadvantaged pupils. Five years ago we had problems quite different than today. One of the chief causes of the changing problems is the changing population center. Each area and each school has unique problems and needs. Therefore, we need to ask certain questions before we can come up with appropriate recommendations or solutions. For instance, what kind of training pattern are we talking about? What kind of administrative forces are operating as they relate to different populations or races that might be described as disadvantaged.

* A more basic question to me is whether or not teachers of the urban disadvantaged need any particular skills that are not needed for quality teaching in any school. Do we mutually agree, or are we operating on the assumption that one who is a good teacher in an urban disadvantaged school has to possess skills that are not necessary for a qualified teacher in the average American school.

* I'd like to think that there would be no differentiation, but I'm not so sure that there shouldn't be. The teachers who teach the children in the inner-city, as I know them, are not lacking in any way in the usual skills of teaching. As far as the academic aspects are concerned, the teachers I know who work with inner-city youngsters are able to do the usual kinds of things. They know how to teach skills. They know how to teach reading, getting the main ideas of paragraphs, and so forth. But somehow this isn't enough because this kind of teaching hasn't produced the change that was hoped for. So I think there must be another kind of a skill that is involved. I have some ideas about it, but they are not well enough crystallized to bring it to the point that I could make any kind of a specific recommendation for teacher trainers. That's one thing I hope will happen today as we go along.

** You're saying that as well as some things we do know that are important, there are some things we don't know that we may need to know.

* Yes, I think so.

* I like the point that you raised about the shifting populations and the change in the social scene over the last five years. I think that point, along with some others, raises some question about the

validity of research itself, as it relates to teaching disadvantaged kids. In the first place, I doubt very much that the research that has been done is going to help us to form a complete and adequate picture of how we might train the teachers of teachers. In the second place, the research has been done on some kind of a value base, for example the publishing papers game by university professors. In the third place, the social scene has shifted so that any value judgments that were legitimate for a research program five years ago don't necessarily have validity in today's social context. For example, in the early sixties we were very concerned with what we called compensatory education which accepted the notion that if we can correct inadequacies in the learner, then we would be successful in eliminating disadvantagement. Well ideas have changed a great deal because of the force of the community, because of black unity, and for a lot of other reasons too. It's shifted to looking more at the institutions, at the institutional operations, and at the behavior of teachers themselves. So what I'm saying is that maybe a lot of the research that is going to be used is not so useful to us. I'm personally more concerned with the research that we have yet to do than that which has already been done. But there seems to be a sense of urgency about this whole thing. When I think of research in the typical context of the university, I think of it in terms of taking time - a lot of time - and I don't feel we have that kind of time.

* Just to follow up, I think we can predict many things right now. For instance, if you were to look at New York City, in terms of health areas, you could work out very precisely the probability of any teacher graduating from NYU being in an area with a high incidence of certain

pathologies because of the location of the schools. We know that these pathologies exist through fairly good health records and so on. Well, if there's a high probability that a person coming to work in New York City will be working in an area where you have certain kinds of pathologies, then whatever training she has must at least touch on the fact that these pathologies exist in this area and they do influence what happens in schools. Now, that's one kind of research that we can start to look at.

* We can be fairly certain that we are not going to be able to recruit enough of the teacher population from low income areas who will teach low income youngsters. That is people who have a familiarity with the culture or sub-culture because they are products of it. Therefore, a large part of the teaching population is going to come from middle-class suburban areas or other kinds of places, not in the area where the kids reside in concentration. With the shift in population we know too that those are arid kinds of environments that these young people are growing up in and they're going to teach without familiarity with various other cultures. So we have to assume that we have to do something about the inevitable culture clash that is going to happen in the classroom. We also know that the biggest bulk of urban schools where the large numbers of disadvantaged kids are concentrated are part of sick institutions which are really very dysfunctional. Also, teachers know very little about these bureaucracies and how to operate effectively in them. In other words, how are they going to stay alive and survive as some kind of fairly well integrated personalities and effective teachers of kids in that kind of system? Yet we didn't teach them about the institution or how to survive in it.

My comment is also in terms of the administrative strain and stress. When these strains shift into new schools, all of a sudden you get an uptight school and this in itself produces certain qualities. For example, the teacher tries to change the way of looking at curriculum and wants to talk about what's going on instead of just exactly what's in the book, but some supervisor doesn't like this because it upsets the nicely planned curriculum that they've been using.

* One thing I want to bring up about administration is the teacher-administrator relationship, specifically teacher unions. These are organized generally to combat the implied organization of administrators, and teachers are organized, they think, to do good. But what is happening in New York City and other cities is that they are affecting the program in a residual way that we don't really perceive until it hits us. For instance, I think there's no need to teach teachers who are going into urban areas that they should get together with other teachers who have similar problems and plan when they've got only forty minutes a month to meet under the New York City contract. You cannot meet over forty minutes more than once a month! So, you might as well not deal with it, or if you deal with it, you've got to deal with it within its reality range. Another thing is that all teachers in New York City must have at least 12 preparation periods a week in addition to their one hour for lunch each day. About fifteen years ago we said that departmentalization in elementary schools was not desirable because it led to a lecture approach when children should be more activity prone, like being able to practice their skills as they were learned. In New York City they use a teacher during preparation periods who teaches a subject, and he's going to teach six or

seven different classes like this in a day. He can't get to know the kids so what he has to do is teach it as a subject, e.g.,to teach social studies as if he were dealing with college kids. Well, what has happened is that the union inadvertently has created a departmentalization that we said was undesirable fifteen years ago. In a way they have changed administration so that leadership now means a different thing in urban areas. One of the things that education needs to take a good strong look at is how teacher organizations affect the school program itself.

** Are you saying that if we're going to get into the business of training teachers we need to take into consideration the realities of teaching, the way things really are? That we've got to get the prospective teacher equipped to be able to handle situations that already exist? And one of the main things these teachers will run into is the organization.

* Ed Gorden has put forth some very pertinent arguments about the non-school variables involved in shaping what can happen in instruction and administration. Right here we don't have anything to say about it. Now, you do have some teachers who are only interested in the days and time they get off. However, some of the teachers would like to be able to stay an extra hour once in a while to work with some other teachers to do some things. But, what has happened is that if they stay the organization members themselves will exert a lot of pressure so that they do not stay. Even if you could encourage a teacher to really be dedicated, to really be concerned, to really want to do some extra planning, she can't really do it because they will not permit it if it is not in the contract.

* I think that the trainer of teachers has to train the teacher to identify a lot of options, so that he can work within, around, and through the organization to get to his goals. For instance, you suggested this person who has to meet so many classes and his solution is to teach like a college class. But when you're training somebody for the future who may be confronted with this situation, it seems like there would be other options that could be worked out. For instance, if you can't meet with other teachers in the school and there's too much pressure on you, you can get together for coffee somewhere else. There are a lot of ways around these things. We've developed an attitude that things can only be done one way because of the union and administrative pressures. But in training our future teachers we have to train them to see these things as only <u>apparently fixed</u>. Their challenge, when they're limited by the educational program, is to work out options and alternatives that will at least minimize the harm that they're doing at the time.

* Well, I would buy that if you'd designate the size of the town because as the town gets larger individual action means something different. No organization or union can permit its members to make independent decisions on something that basic to the concern of all the individuals involved.

** How does the union arrive at its policies?

* Politically. When they say that they want only 20 children to a teacher in a classroom, although we don't have any evidence to support it, they have 60,000 members and a lot of money and a lot of strength in the lobby. They've done a lot of things like this. They can ram these things in. It's strictly political.

** I was asking how did they arrive at this program?

* Well, it was negotiated, in a sense. Different groups made different kinds of proposals reacting against the fact that principals used to make teachers stay every afternoon.

** I know, but I think this discussion leads to an identification of one area, which here again comes back to my original question as to whether or not this would be for disadvantaged teachers or whether it would be for teachers, period. And that would suggest to me that an analysis of union activities, or teaching individuals to effectively function within the union confines, ought to be a part of the training program.

* You would do this for all urban teachers and not just for urban disadvantaged?

** Yes. (several affirmatives)

* Some teachers in Washington were involved with an attempt to put in the Sullivan program in some of the lower grades last year and they were going well. Then the thing fell in its tracks because a group of the union teachers said: "No, we're putting in too much extra time to learn how to do this and our contract just doesn't call for it." You know, this thing can be a kind of monster.

* Are we training for schools that exist or schools that we would like to exist? I mean. . .

* I think that's one of the key questions.

* It seems to me you're suggesting looking at the poser of teacher organizations whose aim it is to better teacher welfare rather than to better instruction, and that this becomes a second establishment that needs to be looked at in terms of teacher survival and teacher change strategies. You've got not only the system but you've got this other

system that a teacher has to work through and around, with the assumption that both can change. We haven't done that as trainers of teachers. In fact, teachers are notoriously ineffective at change and that's our fault. I was talking to one of my colleagues who described it a bit in a paper about it. It said: "Professor So-and-So will lecture on 'Lectures Versus Learning!'" and I think that's the kind of thing we've been doing. We talk in classrooms about change and yet evidence very little interest in change in terms of the model we present for students in the classroom.

* I think too we'll have to train our future teachers to deal with the parents within the community as a power group influencing selection and curriculum in a much more active way than we have in the past. And not just the teacher-parent relationship, but the parents in a role very similar to the union role in their use of power, and especially those in the community who are oriented toward having a very active part in what goes on in the school--even to the actual selection of the faculty.

* I think the parent groups in most urban areas are going to become a third force instead of a joint force with teacher organizations. The parents are saying they're making teachers accountable, and the teachers were claiming several years ago that parents weren't concerned enough about their kids! Now the teachers are saying the parents are too concerned about their kids, too concerned and they don't know what they're doing. Who do you blame? Parents are talking "accountability" to teachers. Teachers are saying we can't do it because of the establishment. I don't see you bringing these two groups together now because they have their own political things going. My guess, if you can generalize out of this whole situation I'm stating, is that there are now political forces in schools that shape instruction in a way that we

don't have information on. We don't know where it's going, and it's even more pronounced with the disadvantaged.

* Well if we add the university to those three groups we have already named, then you complete the circle of lack of communication. We're not really trying to help new teachers or teachers in the field to communicate better with the various groups. Maybe there's a very strong need for the training of teachers to be conceived in a way that doesn't end with a Bachelor's Degree but moves into the field and relates to communications.

* As I hear the teachers talk, the ones with whom I meet, they're more concerned with how to teach the youngsters in their classes. They want to know what strategies to employ to bring about a state of affairs where the children can read better and do arithmetic better. They are also concerned about how they teach in the behavioral area insofar as their conduct is concerned, and they're concerned about how the kids get along with one another, and they're concerned about many other things. I think a lot of the questions, though, are oriented as to how they're going to produce an academic change in these kids.

* I think we've tended to be a bit non-creative about some of the ways in which we may come to grips with the environmental presses, of various kinds, from the four environments we've talked about. Chances are that if we had a hundred thousand dollars to invest, no matter how altruistic our concerns, and if we were still a little concerned also about our investment, that there wouldn't be a person here who would invest a nickel in a company that poured no more into development and research than public education, including colleges and universities. I think we've made in-service activity a caboose function. We've put

it at the end of the day. We've stacked the cards against teachers. We've told them that after you've taught all day and you're pooped and drained, come on in and we're going to create. I think there isn't a teacher that knows beans about creativity that would ever try to do that with kids, and yet this is the way we put it together for teachers. Okay, so it's going to cost money and we can't seem to get much more right now, but I think we're going to have to move to the place where we can get it. You can't train teachers with high level expertise in a Bachelor's Degree program. Maybe one out of 30 can move with that kind of rapidity through a four year experience. We're going to have to get some way, however, of pulling these teachers out of classrooms during the day to participate in in-service, improvement, and change activities. Also, we must get teachers when they're fresh, when they're awake, so that we make change look important too.

Let me bring up one thing about what the situation is like here. We have discussed preparation periods and have assumed that if a teacher has this time available she can really do some planning. Do you know what they have had to do in schools all over the city? The principals have had to mandate you cannot play cards in the teachers' lounge. One of the real problems is that every guy that I've talked with who is candid about it would say that there's been a breakdown in even what teachers will do since they've gotten more periods. Now when they had two preparation periods they did more work than they do now that they have more. Now, of course, this is only impression. But I think the implication is that if teachers are going to have preparation periods, we in teacher education must do something that helps them to make use of these preparation periods in a way that contributes to what they do

when they get back to the classroom.

* Harvey Goldman did a study called "When Inner-City Teachers Are Given Free Time" and, in brief, the summary was - when they're given free time they do very little. It corroborates what you're saying, but we've all heard those comments so many times from so many teachers and administrators. The system is saying, tell the teachers, give them the techniques so that they can teach better. And the teachers are saying I'd have a better class if only I could get rid of those three knot heads over there who are disrupting the class, and after which time no more would emerge. But in both of those cases it's a cop out. The system is saying it because, if it can get the teachers very busy looking at techniques--as though that were going to change things by itself--then they're off the hook. The teachers are saying, in a sense, it is evidence of a political, naive approach to teaching, as though improving techniques would better the situation without looking at the broader ramifications. We've seen that NDEA institutes used to be so popular in the summer, and we concentrated on attitudes and teaching techniques, and so the teachers went back into the system, alone by themselves in the buildings, and died.

* I think that's true. Congress is saying: "Look, you've told us for years that if we gave you money you'd be able to do a better job. Well, you're getting some money but you're not doing a better job." I think they look for a better job to be done so that they can see that there are changes in the way kids coming out of school can perform academically. It sounds as though I'm not interested in the affective domain. I am. But it's necessary, I think, that you have content as well as happiness.

* I agree. Ed Gordon's analysis is that if you look at what evidence we have, let's say the Coleman Report, that we know that though you can get good materials and you can get books in the library, the preparation of the teachers has a very low relationship to achievement. But the fact that they are integrated affects achievement more than all these other things that we associate with content. Gordon is saying that there are certain forces, political forces, and administrative group forces that seem to affect what you can do with these kids more than teaching teachers how to teach, in the traditional sense of giving them techniques and skills.

* I think the atmosphere in which I work has a lot to do with my productivity.

* And what about the level of expectancy on the part of the teacher in the integrated situation?

* I suspect this is firmly believed, but Gordon is saying that the available evidence wouldn't support that, given the size of certain cities. He would admit that, if you would go out in a small town and provide instruction in some teaching techniques, you would probably get a rise in achievement levels. But you don't change the situational variables, the non-school variables that he talks about. He says, given these variables, you can work with teachers all you want to, and it really doesn't change anything in the way of achievement. He says, this is consistent with the available evidence. Now, he also admits that maybe we don't have sharp enough measures to get at these things but we're using them anyway to justify our efforts and they don't show anything.

* Well, I think peers make the difference in what a child does, and I also think the Coleman Report suggested that a student's sense

of individual power makes a difference too. This is very affective and has a correlational relationship between what he does in fact achieve in school and how he feels about himself.

* It's the basic assumption on which we proceed that's erroneous because we proceed on the assumption in working with disadvantaged individuals that something is wrong with them, and if we can find out what that particular wrongness is and can correct that, everything will be all right. And in certain instances we assume also that something is wrong with the teacher, and if we just find out what's wrong with him and send him back to an institute and knock off those edges, or sharpen those particular edges, then he can come back in the school setting and everything will be fine. But I think we are coming to a realization now that there are forces which you can call non-school variables, or at least there are forces beyond the mere individual with which we are going to have to deal in education. When the individual feels that he has no control over his destiny a problem again within the affective domain--academic achievement is going to be very low. When the teacher feels that there is a very low ceiling of future accomplishment on the part of these individuals, efforts in the direction of the level of expectation on the part of the teacher are going to have a tremendous influence upon the individual, and whether or not they believe that they can make the system work for this element of population. Here again you're dealing with the preparation of teachers. Somehow we've got to convince them to believe that we can make this system in America work for the urban disadvantaged.

* One thing I'd like to get back to is that giving teachers time to plan illustrates that when it really happens it doesn't work out the

way the trainers of teachers thought it would work out. There are many things which teachers do control and have opportunities now to really utilize that they didn't have before and then they turn them down. For instance, even when you go in and observe planning sessions what do people do? For one thing they cut the time down that they work together as a group. Another thing they do is spend time cutting up the pie, you know, you'll take arithmetic, page so and so, I'll take so and so. Okay. That's it, and then we go and correct papers or get a cup of coffee. That only takes about 10 minutes out of the 40. Now, how can we train people so that they will see and be able to exploit the advantages in their group interaction so that they can do a better job when they go into the classroom and so it will be rewarding? I think this is the thing that the trainer of teachers has to get at.

* We tried to get some funds for teacher leadership development, with the idea that we had concentrated pretty well in the past on training supervisors and administrators as the change agents and maybe with the diffusion of leadership that's been brought about by greater militancy in organizations of teachers that we ought to start training teachers to be change agents. Maybe this is what you're saying, that the teachers that we're training don't know how to come to grips with enough of the kinds of change problems, how to wear away the resistance of some of these things, how to work through the behaviors of some of the sources of stress and strain that we've been talking about here. Perhaps this is one thing that must be fed into teacher education programs as never before.

* It seems to me that we're still talking about an attitudinal affectation more than the cognitive domain because I still have a

feeling that we still know more than we're doing. To enhance our productivity would not necessarily be to give us more tools. I'm not saying that we're at the saturation level, understand me. I'm not saying that we're there at all, but I am saying that our productivity is not up to our knowledge level.

* Is this a function of the training? How do you get this kind of thing changed?

* How do you get people to do that? I still think we are underestimating the subtle influence of teacher organizations. For example, supervision has changed in the urban centers so that now you have to read the rules in a contract before you can even make a suggestion about helping a teacher. If you don't, the shop steward is going to be down to the principal's office. When a teacher goes in for her preparation period, this would be a great time for a supervisor in an instructional area to come and say: "Look, let's get together and let me tell you about the new things happening." Well, the contract says that this period belongs to the teacher and she decides how to use it. Even if you get a few people to oppose this attitude, you're not likely to get everybody to say: "Let's get together and swing with this preparation period." It's their individual right to make their decision so it's easy for us to talk about what is ideal, but we know human nature when it gets into this kind of situation.

* But this calls for us to look at what may be the means by which we would reverse negative influences within organized situations.

* How often are we going to reverse this? I think what's going to happen is that the system itself will prove so dysfunctional that it will be changed completely. Now, I don't know when it's going to happen,

but I don't think we can reverse it by dealing with the attitudes of people working in this system.

* Are you suggesting that the problem will finally be cured when parents get so up in arms and say: "Okay, you've go to produce," and somehow or other teachers are going to figure out that what they've created isn't the method by which production will come about and they've got to do something?

* Well maybe so, I don't know. You've got an example down in Texarkana.

* The payoff is in terms of the increments of reading progress shown and the corporation made the contract that way. Now this is kind of a brutal sort of way to get to the place where maybe we're not quite cut down by all of these exterior forces.

I think that's likely to be one of the kinds of answers to the teachers organizations and contracts. Enough contracts like that and you get contracts with people who are not in education, and the teachers are sitting wondering where the kids are one of these days. That's what I'm afraid of.

* Well, the unions now have another proposal. They say that they are starting to build accountability into their contracts so that they can mandate certain kinds of things to their own membership. This is both a political process and an evolutionary process. I don't know whether or not ten years from now the union itself will be more in favor of very definite, very strict prescriptions for judging success as a teacher. I don't know what's going to happen, but I know this thing is moving in a way that we cannot anticipate. For instance, sensitivity training. That was hot five years ago. Everybody wanted it. If you

went into some districts and mentioned sensitivity training today you'd get lynched by the group of teachers. They don't want to know about their attitudes and their problems. They don't want to know about their prejudices. If we keep telling ourselves that we're going to change their attitudes and prejudices we're only fooling ourselves.

* There's a horrible danger in this kind of cynicism and it saps our strength. I do think though that it's slowly creeping in. I kind of get the feeling that well, to hell with it if they're going to sit there and crow about these little dinky things instead of the big issues. And as professors, you know, we fight it in universities just like people who are in public schools. But if we keep regenerating this kind of cynicism, the thing I see happening in some places is a kind of institutional paranoia. You crawl back into something and don't relate much out at all to things. I think we've all seen it in certain public school settings where instead of taking the step out with a little bit of adventurous effort and trying to generate a fertile hypothesis, everyone withdraws.

* I'll agree that cynicism can come in and I wanted to paint the picture as realistically as possible so that we form a base for rational behavior, given our situation. We can wrap it around our own philosophies, but with no basis for moving ahead in a rational way because teacher training must be a rational system. It's supposed to lead to something that affects something else, and if we don't understand the arena in which our people are going to work, then we can't really ever formulate a training program that can be effective.

* Well, I think you've driven home a very salient point. It is suggesting that with an increase in size comes problems of affecting

change and dealing with elements that may be irrational. I can see the point there. But do you get the rational forces in education when the irrational is directing you? And it's much more difficult to bring about a change when numbers increase. You can get a much more effective change where you've got 500 students rather than 5,000.

* You're relating to the point about paranoia and pessimism. I think there's adequate evidence that those kinds of responses by universities and school systems come when the system is under stress, but it relates to your point that this is a realistic picture. Now where do we go? If we're assuming that change is going to come most quickly from external forces, then those persons we're training to work internally in the system ought to know something about subverting it from within. They ought to be able to legitimize subversion inside the system and hasten this process.

* In relation to this, we've got some interesting research that was just finished last year. It deals with the necessity for creating some kind of sense of realism about (1) tasks of teaching and (2) how you begin to relate to these forces in ways that make differences in them. The new teachers react negatively to this after student teaching. We really found that. We send these kids out so blasted starry-eyed about teaching. They've got a torch that just burns to the stratosphere until it runs out of oxygen. Then all of a sudden they find out, even through eight weeks of student teaching, that it just ain't so, and the ratings of contributions of prior experiences drops off instead of going up. We know, from other research, that given a year or two it will begin to pick up, but they've been disillusioned substantially even through eight weeks of student teaching from what their expectations were.

* Well, in teacher training, it so often seems as if we're training the teachers to be sprinters, but what we need are long distance runners--especially in the disadvantaged area. If only we had some way to train our teachers so they would have the emotional and psychological stamina that could stand the union forces, the parent forces, their own inner forces, the organization forces, and still use what research says is pretty hopeful about bringing about some changes. But, how do you do that in your training?

It's a crucial question about how can we teach teachers to become participants in actually influencing settings with which they deal, and some of the internalized things they've got to come to grips with. I think Stan Young has a concept he calls an open and responsive system which proposes that you attempt to identify the behaviors of other people and groups through which you have to work. There are some exciting things in a few of the things that he's talking about. Even if you go clear back to some of McGregor's systems analysis and force analysis of situations, I think there are things that can benefit teachers. I'm not proposing this as the final answer, but teachers need to be aware of some of these things. These are characteristically the things we teach in management.

* A teacher of retarded kids in the inner-city in Milwaukee notified her principal and left her work for a week to march with a group of poor parents to Madison to picket the legislators about pending legislation for welfare people because she saw a relationship between the ostensible retardation and the poverty of the kids--a very justifiable position but she was going to be fired. There is a small group of teachers in Milwaukee who are called the League of Urban Educators who

are trying to do the kind of thing that you suggest. They got together a petition and some professors and some teachers signed the petition and tried to get it to the board before the teacher was fired. She was fired anyway. The petition didn't have any influence. A letter came anonymously to the secretary of the faculty at the university which was passed from him to the Dean, to the department chairmen, to the professors, saying: "I have a suggestion about those professors who signed the petition. Fire them all." So the institutional posture about the petition in both instances was negative. But my point is that the teachers who signed the petition had a great sense of power of trying to do it and having it publicly stated in the newspaper that they were doing it. Now, it was a failure, admittedly, but there was this sense of unity about an issue that they were trying to cope with.

* In a sense it won't be. You know what's going to happen in the union contract in Milwaukee the next time! They're going to make sure that won't happen again. You're not going to be able to fire a person for that again. You see, each time incidents like this happen. . .

* But most teachers would agree with the firing, you see.

* Yes, but that can be rationalized. The teachers, on that issue, may have been against it as a total body, but she was fired, so protection of members is still a critical element for teachers.

* In a teacher's selection for working with urban disadvantaged one has to consider, number one perhaps, a high degree of tolerance because one who cannot tolerate adverse circumstances and conditions in their own lives as well as those in the children whom they teach would not be very successful. I'm sure that the teacher in the example which you cited found out that she could no longer feel at ease to sit and do

nothing about a condition over which she felt the subjects had no control.

* You're suggesting that maybe we should not try to make people into something, but we ought to select people with certain qualities. You said being able to tolerate; well, being able to hang on, in a sense. Now, we try to train them. We use sensitivity training and we try to make people sensitive to others, but it seems we've given that up. Maybe what we really have to do then is just select people who are of the kind that we think ought to be able to function in a school and not try to make them over..

* Strangely enough and even though my background is in the area of psychology, I feel that one who has grown up in a certain society without consciousness of certain conditions, characteristics, and climates, cannot always be put in tune so as to function adequately with a sensitivity to these conditions and ambiguities.

* Can you systematically change somebody to make them more comfortable with ambiguities, to have this tolerance that you're talking about?

* I don't believe you can unless there is a certain degree of proclivity.

* Right, but I don't think one has to be born in the urban ghetto in order to have the sensitivity for it. I may be born there and quickly insulate myself against it.

* I think your point about finding that person who can live in an ambiguous situation is terribly important, and I'm trying to decide personally now whether selection is the only route.

* Well, we've never made any efforts, any concentrated efforts anyway, to identify the degree of tolerance a person has for ambiguity. Maybe we need some research in this area.

* What I've found is that sometimes the people we classify in our little games as rigid are also the people that a teacher the next year wants to get their kids from because the kids have learned certain kinds of skills already. Now you watch a teacher insist on two minutes between one class and another class and everything must be in order and she runs it just like a regiment. Other teachers say: "I would like very much to have her class next year because the kids already know how to act." Now, the other point I would like to make about personality is that we have not designed a pattern of relating what happens to teachers to what happens to kids, and one reason is that when you deal in the affective you are really determining results through postulation. When you're dealing with achievement outcomes of children, you're dealing with empirical rank where your variable is measured. You cannot relate affective and achievement in direct correlation because they have been determined through two different systems of knowledge. This is one point. The other thing I think we've got to be careful about is that if, in fact, by 1980 ninety per cent of all our population will be living in centers of 250,000 or more, then, are ninety per cent of our kids going to be disadvantaged? We have a tendency to equate urban with disadvantaged. We have pockets of disadvantaged kids in urban centers. They are not all over the place and they will not be all over the place because people are better educated now than they were 20 years ago and more than likely 10 years ago. Now, in what direction I don't know, but this is something to consider.

* I think there's another dimension in the selection of teachers not only on the basis of their tolerance of ambiguities, but the kind of stamina they possess. We've seen this happen time and again. The teacher who, in the inner-city school, is able to tolerate the ambiguities, the stresses, the strains, and still perform as one who is concerned about the teaching of the children with who she is charged. After a period of time she seems to wear down and wear out and she has only two ways to go. Either she becomes one of the card players on the preparation time or she says: "Get me out of here, I can't take it any longer." It doesn't seem possible somehow for people to continue year after year in circumstances and settings that they find terribly frustrating, where they can't seem to see evidence that they're accomplishing anything.

* This is what I'm saying. It's the difference between an individual who goes in with a fixed time tolerance. I can go in knowing that I'm going to stand this sermon provided he stays up there 20 minutes. But then what happens to me if after 20 minutes he continues in his rambling. I may tend to go to pieces. Most people have fixed tolerance periods or levels beyond which, if a change does not come, problems develop.

* I'm wondering if there aren't other methods besides sensitivity that get at the same kind of thing that we're looking for, like the validity of expressing emotions in classrooms that teachers tend, or teachers in training, or the use of controversy, or confrontation, all of these things that don't typically happen in the classroom because they're pungent.

** Let me attempt to briefly summarize what has been said to this point. It seems to me that what has been said is that, if you're

concerned with producing teachers who are going to deal with underprivileged kids, then they should have some awareness of the following things: First of all, the institutional game. They ought to know how organizations operate so that they can function satisfactorily for themselves and others in it. Secondly, as a part of this, they should be aware of the union game. They should also similarly be aware of the parent influence game, and they should finally be aware, to some extent, of the university game. Now the parameters of these various games were visited to some extent, but I think we acknowledged that not all of them are understood and we need to search to find out more about them. But the basic message is that the teacher needs some facility in dealing with these games. It was also implied that the teacher should be sensitive to the difficulties of communicating within the whole framework and to this extent be sensitive to developing additional lines of communication. Then there was a more specific recommendation, I think, that teachers should be trained in the use of their free time so that they can take advantage of system provisions for the use of free time. Now I would like at this point to suggest that it would be useful to us if the focus were now placed on the problem of the teacher as she has to deal with her kids. After all, we can assume that the teachers are going to continue to exist. We can assume that they're going to be confronted with the problem of teaching children, and the particular problem of teaching children seems to be the one that we need to be able to communicate to teachers about. At this point we'd like to get from you, your insights, your understandings, whether in fact they're research based or not, on the kind of awarenesses the teacher has to have, what she needs to know, to think, to feel and understand about teaching underprivileged kids.

Maybe we could start with a consideration of kid's feelings about teachers' perceptions of them and the relationship that perception has to achievement and to other factors such as race, income, and sex. Research findings suggest that there are significant relationships. Children who felt poorest about their teacher's feelings about them were the kids who achieved lowest, especially boys, low income boys, and low income non-white boys. Maybe one of the points we can start with is trying to help feminine institutions and women teach boys, particularly low income boys.

* Perhaps we haven't looked enough at grouping children by sex. For example, we may need to have some teachers work only with boys rather than girls and vice versa. I think some work has been done in this regard, but not enough.

* Another possibility is to train girls differently, especially girls who will become teachers. They must be able to value some of the things which we think are important for boys to learn and other things which are important for girls. In other words, we need different views of the feminine and masculine roles because in the school we see the extremes presented which seem undesirable. I feel that it's undesirable that the teacher should have arrived at that position, and we see it in the interaction with some of the boys especially. It's appropriate for girls to be trained to be aggressive, to fight out, to strike out at times, and so on.

* Maybe we need to take a look at some of the programs that go on simply from the standpoint of analyzing their masculinity. Take Montessori approaches for example. I think Montessori techniques are very feminine. The processes the kids go through are scrubbing a table, washing their hands, sweeping the floor. There could be some other options. Does

this suggest that the teacher should be aware of the ways sex roles operate, and how she operates with respect to sex roles as a person herself, and is she inducing a certain kind of sex role for her children? Is that the implication we should take out of it?

* It appears to me that women teachers vary greatly in their perceptions of masculine roles.

* Wouldn't that relate to cultural sensitivity? I mean, it's been argued that the role of the Negro is somewhat different from the role of the white in our society.

* Yes, it has been argued, but part of it I think, is in the definition ascribed to blackness in our society. Most studies of blackness in America describe blackness in a negative way. Unfortunately, blackness is defined partly negative in our society. If you start to look at sex as a variable, I think you've got to be very careful not to impose our perceptions of values in terms of sex and its influence on learning. If you're going to put it into the training pattern, or make it part of the training pattern, I think we would have to be very careful to identify specifically those things that influence and are uniquely connected with the sex of a child and a teacher. I think there are some factors, but I wouldn't want to go at it in a generalized fashion, and I wouldn't want to use our own beliefs so strongly in this area.

** You wouldn't want to prescribe a proper kind of sex role for the teacher? All you want to do is make them aware of sex role behaviors.

* Right, because the approach to sex in teaching is so greatly influenced by situations. For instance, some teachers will get uptight about the fact that a boy would allow a girl to move something in the class, that a boy would not hold a door for a girl. Now if this happens

it may be at a certain developmental stage where the girl is not interested in the boy holding the door for her or moving something for her. In this given situation, it may not be appropriate to focus on sex at that time, given the players and circumstances.

* If we're not careful this becomes an inhibiting kind of factor both on the youngster and the teacher. I was trying to suggest that more awareness of sex is a factor that can open things up more and legitimize masculine roles in the classroom which would have to do with the expression of emotions from boys that might be displeasing to a teacher. It might be that there are certain things that a boy would not want to talk about with a female teacher. We might want to focus our attempts to train teachers that when they perceive this, they should be able to go to a male teacher to have him talk to the boy about that particular thing. I don't know how we put this into a training pattern, but I think we ought to be conscious of this as a factor.

* There's another aspect to aggression which is not related to male or female but to the school organization and the maturity level of the people we're dealing with. The whole school organization, I feel, is too intolerant of aggression or of acting out and speaking out, frequently in a way that the teachers themselves find appropriate when they're not in front of the class or dealing with a class. When you listen to a group of teachers, you do not typically hear nice, quiet voices. I'm not talking in a nice, quiet voice right now, but when I was in administration I was trying to get everyone to teach in a nice, quiet voice. This wasn't because I approved of it but because it's an organizational standard by which the teacher is judged, and not by women usually but by the principal who is frequently a man. I think

the organizational implications of behavior are very important especially with the disadvantaged youngster where this other kind of behavior is really learned in the community and comes into the school.

* A teacher can do one of two things, maybe both. He can either go about the business of changing the system so, in fact, a different norm is accepted, or else he teaches within the restrictions imposed by that norm. I think we have already covered the issue that the teacher may, in fact, initiate change within the system, and if she's going to try to do that, then she's got to know how the system works. But the other question is that if you do have a system that at the moment is inflexible, and at the moment demands sort of universal quietness in the classroom, what does the teacher then do under those circumstances?

* This is the heart of the problem as to whether or not a universal atmosphere is really the atmosphere that we're after. . .

* . Right. I recall a teacher who exemplifies a part of this problem when she said: "My girls are doing such and such, but <u>those</u> boys!" She was willing to claim the girls, but she wasn't willing to claim the boys. That was sufficient to identify where she stood in relationship to the two sexes in that classroom, and I suspect she fed this back to those kids quite a bit too in any number of ways. The tendency in the lower grades, as well as the intermediate grades, is for more boys to populate the poorer reading groups and more girls to populate the faster reading groups. There's a characteristic that we've been familiar with for some years. Then isn't a part of our question, how do you help the teacher live with the boys in such a way that somehow or other they don't feel like second class citizens because they're competing with girls characteristically more physically, emotionally, socially and intellectually mature and facile than they are?

* However, in terms of the future of these people, we know that there is much more mental illness among adult women than men, so the girls conforming and so on, to this school environment that seems good at the time in relation to the boys is really not good for them either in the long run. I would like to move away from our current viewpoint of this if we could and see that many facets of the classroom are almost as harmful to the social and emotional life of both the girls and the boys, although they respond differently to it. But it is equally harmful in the long run. I would like to extend your point. How do we provide for flexibility in different situations within an institutional structure too? We recognize that no matter what it appears to be, the long time effects may be negative. How do we make people aware of the fact that these things can have long term negative effects? In a way it would be like a long distance runner. It's not what happens to the child right here but what happens over a series of institutional influences.

* Okay. If I interpret you right, we're now back to getting the teacher to be sensitive to how the institution affects the teacher and pupils, and in particular, how it imposes itself on the classroom of children and coerces them into a certain kind of development. At a precise point in time, how can I as a teacher with my group of kids in front of me, counter what I know to be an institutional characteristic? How can I somehow or other subvert what is built into the system that I see as dysfunctional for the kids? In other words, how can I deal with the problem now?

* There is a book recently written called, The Art of Schoolmanship. I think the notion of schoolmanship suggests that maybe we ought to be

trying to let kids in on some of the secrets that we discuss behind their backs, that maybe the teacher ought to say to the kids: "This school expects all the classrooms to be quiet. I don't agree with it." Now, what can we do as a group of teachers about that so the kids are in on the secret and are aware of the fact that an adult who is close to them thinks that the system is dysfunctional, so that they don't have to be confused about it or necessarily alienated in their relationship with the teacher? They can work on their strategies together at least.

* I wish we could train our teachers to talk with children and help the children talk about their feelings about this very thing. For instance, if there was built into the structure today some way where people could just sit down and talk to those who felt like talking, and the other youngsters listening, I think then that this situation of the very aggressive boy and the too conforming girl would begin to level out because everybody would begin to know what the feelings of the other people were, and they would have been discussed and presented over a time so that they were understood. But it is very hard to, first, work out time to do it and, second, to know what to do once you've started it, because then if you can't handle it you just have to cut it off. Then it becomes very hard too. So, if in some way we could help teachers handle the interaction of, say a group of 30 or 35 people talking about their feelings, about what they have to do, and how they have to do it. Now I don't know whether something related to the group process could be included in our training programs, an experience in actually doing this?

* I'd like to ask that we look at the knowledge of self-aspect, or self-analysis of the individual at the prefunctional stage because the

role in which one casts members of different sex grows out of their own perception and outlook. Thus, I think the most significant aspect in the whole teacher training program is self-analysis, the knowledge itself, not necessarily from a clinically diagnosed prescription, but at least from a functional analysis: Why am I teaching? Why am I going into teaching? What are my hang-ups? What are my commitments? What are my biases? I think all of these have to be decided by the individual teacher before he steps into the classroom.

* I would suggest that we need a much more individualized approach to teacher training than we have provided in the past. The approach should not be predicated on the old idea of sensitivity training but on something we might call "strength training." It would be directed primarily toward the question of learning to live with a situation they may have, from time to time, with quite a few stresses in it. It would help them answer such questions as: How are you going to live in that situation and not contribute to the stress? How are you going to live in that situation and help kids, you know, reconstruct themselves when they're coming unglued in the classroom?

** Okay. Say a teacher does get some sort of insight into the way he operates, how he ticks. Question - How does he make the transfer from his insights to actions that then are consistent with the way he wants to be perceived, the way he wants to do his teaching job? I mean, to know oneself doesn't necessarily mean that one can project oneself on other people in the same image does it?

* I think this is the inherent weakness in the approach—the fact that one knows himself a certain way does not necessarily contribute to the purpose for which schools were set up in the first place. They were

set up to dispense certain kinds of information. The fact that they also shape people in a way that's undesirable is a residual effect of the school. Now, could you really alter that through individual perception? Another problem is that teachers come from different backgrounds too. An example is apathy. Now apathy for certain groups of people is positive and apathy for other groups would be negative. For an instance, if, in fact, blacks know that they cannot participate in naming candidates to run for local offices, the fact that they do not participate in politics is really a reaction to their realities. So being apathetic toward local politics is a different thing from the guy who lives on the block who is white and can participate. So even in saying what kind of personal hang-ups we've got, we don't really have the theoretical base to apply to the kinds of people that we get in the first place to say what it means in terms of having self-analysis. The other thing is that, even if you know yourself, there are certain things that shift on you in schools. For instance, what is the relationship between mobility and instructional programming? For an example, I can show you schools wherein a kid from a disadvantaged home is beginning to make much progress in learning to read in the first six weeks with a particular teacher, and then his family moves, and he goes to a teacher with a different approach, at a different stage, with a different group of kids. He might get a teacher who isn't as systematic about it and he gets confused, and then he moves again and this confusion is compounded. I mean, what does knowing yourself have to do with this kind of situation? It seems to me that there is a very definite inter-institutional communication problem. You've moved a kid who has reached a certain level in his development, but the new teacher is not in on it. Even if the

teacher knew himself, he still would not be in on the fact that this child had developed to a certain point in terms of reading which will be critical to his learning and a lot of other things later in his academic life.

** Okay. Now, is there something that the teacher could know so that he could deal with the problem of the child who is transferred into his class?

* I think basically it's an institutional communication problem. Now, whether or not we can help a teacher do something about it after she's let in on it by having her do a self-analysis is another question. If you go too far in that direction, I would even question that as contributing too.

** You're not saying though that the self-analysis, the self-understanding, might not be a helpful base from which a teacher could function, but that there are many other bases from which function must be modified, determined, and so on, in order to effectively relate instructionally to the youngsters.

* Well, you've got to separate a couple of things in terms of tasks. There are certain instructional goals that may be not so closely related to your personality characteristics. For instance, the armed forces are not devoid of evidence about psychological problems. They do very specific behavior shaping so that people are taught to respond in a certain way, but they also separate this behavior shaping from the task. They make sure that they learn these tasks that help them fit into a situation that has a specific goal.

** Okay. Does this mean that in the process of teacher training, when you're training teachers to go in and teach disadvantaged kids, you

would put self-analysis and self-understanding fairly low down the priority list? You would, in fact, say to the teacher who is being trained: "There are other things you need to learn but there are some things that are more important to learn." Would you?

* Yes, I think I would.

* This still could mean that there are certain specific problems future teachers need to deal with. For example, how does this person make a decision as to whether they're going to work on the preschool level, primary, intermediate, or upper elementary levels? It seems to me that that kind of decision ought to be made in light of the individual's understanding of self and his capabilities and abilities to relate. I know that I can relate well to teenagers, but I don't relate well to eight and nine year olds. Therfore, I take teenagers in the neighborhood and work with them on the weekend, but not with eight year olds because I understand myself, my patience, my tolerance, and my effectiveness.

* Yes, but you know this is tricky business because I can take you into classrooms where teachers are almost diametrically opposed, but their kids in both instances are very enthusiastic people. Now, how would you determine through self-analysis whether or not they should be working with this group? Some first grade teachers are very rigid in terms of having kids establish rigid routines. Other teachers are kind of loose about routines but they get things done in their own way. The kids are still enthusiastic because there is something else that we can't identify. I'm not sure that self-analysis would lead to the same kinds of things.

* Let me come back with another particular example. If perchance we have a behavior problem in the classroom or a pupil management problem,

it seems to me that it could be the teacher or the student who is contributing greatly to it. But it seems to me that you would never be able to get the teacher to accept the fact that he or she is contributing significantly to the management problem of this student unless they had some degree of conception about their own biases, their own hang-ups, their own commitments, outlooks and feelings with regard to the particular situation.

** It seems to me we have examples on both sides of the fence here that are trying to provide answers to a question that really isn't fairly answered yet by what systematic knowledge we have. I'm not sure we've given sensitivity training a fair go, but we were talking about researchable ideas, and we need to look at the idea of selection since the teacher shortage seems to be less critical. If we can identify and select teachers who seem to have more self-knowledge, then we can start to learn about them and what we must do to train them adequately.

* Yes, but I still think there's the problem of predicting a result with children on the basis of anything we do in teacher training. Why should we embark on something like self-analysis when we haven't even related how this might possibly relate to disadvantaged kids?

* Of course. This is the point of having basically correlational knowledge as contrasted with some kind of nice hard core cause and effect information. So much of educational research is correlational information, and as a consequence, about all we can end up with in many cases is to say: "It's our best bet."

* I think that's precisely where we are.

* Earlier the comment was made about the teacher who has a rigid routine, but I would advance the proposition that conceivably this isn't

a rigid teacher. She might be a rigid teacher, but that routine may be the teaching strategy of a very flexible teacher who recognizes that for the purposes of accomplishing certain kinds of things for kids, those particular kids need a rigid routine. They need separation of activities. They need to know when something ends and something else begins, and so on. So, maybe we need to be introduced here to the idea of what kinds of teaching strategies need to be a part of the repertoire of teachers. I think that somewhere in our deliberations ought to be some reflection on what research says, and what research doesn't say, and what research is needed about teaching strategies, both from the standpoint of actual instruction and from the standpoint of management.

* You might raise the question about how many choices are made rationally, because they're not all made that way.

* Well, what I want to get to is that those choices need to be made on the basis of some recognition of what is to be achieved, and I don't think we have touched this at all.

* As teacher trainers we need to be more concerned with the idea of instructional outcomes and educational products. We look at the teacher from the point of view of what the teacher is. What I am suggesting is that we should look at the teacher from a point of view of what the teacher does and what the teacher does in relationship to what he is supposed to be doing with respect to the demands of the institution in which he operates.

* Teachers College at Columbia has done some work with regard to the outcomes of teaching and the outcomes of learning for the disadvantaged. They postulate that some of the difficulty in the teaching of the disadvantaged comes from the fact that parents and students are seeking

more of a human encounter than they are the cognitive aspect. Thus, the parents as well as the students are more concerned about an interaction with the teacher in the English classroom than they are about the extent to which they master the verbs and the conjugation of verbs and even the writing skills.

* It seems to me to be more of an effort to somehow or other climb over the hurdle of social and political isolation and alienation.

* Yes, there is a great desire on their part that there be a real human encounter. I'm not saying that this is the way it ought to be. I'm saying that many minority groups and parents are saying that this is the way it ought to be.

* I don't know that I can really agree with that because I've had considerable contact with groups of parents of school children, and mostly they're black parents, but if somehow I could blindfold myself and just talk with them I couldn't tell whether I was talking with black parents or white parents. Their concerns are basically the same kind of concerns about the education of their children. They want good schools. They want them available to their children. They want teachers competent to teach the kinds of things that they think their children should learn which, of course, includes attitudes toward the life that they're going to live. They want the teacher that can do this job. They want the teacher that can teach a child to laugh and to talk, and they also want a teacher that can teach a child to read.

* I think the point that you're making is that there is conflict between functionality and content structure. One concerns structuring things so that we can plan an instructional strategy. The other concerns what parents are looking at: "How will children use this?" Now we might

say that unless you increase your vocabulary you really can't have fluency in language. Now how do you get that? Do you have to do it in a social situation, or do you learn words in a pattern when you get in a social situation? I don't think we can deal with both in terms of teaching strategy at the same time. For an instance, control and management aspects of the teaching problem give us more or less instructional content type. Teachers vary in their ability to shift from one activity to another and stop to have instructional contact. So right away this affects the kinds of outcomes we obtain.

** Would you like to come back to this later? I've actually got data on this--all the video tape studies that we did. On the average a teacher irrespective of grade level spends about 10 per cent of his time organizing which means, of course, 10 per cent of the time is not available for instruction. Now, within that average of course, there's a range and some teachers are spending much more.

* I wouldn't want to make a generalized statement about organizing until I'd looked at the quality of that organization. You know, it might be the way the teacher organized that makes the instructional contact more relevant.

* Getting the children to the point where they're giving more attending behavior is a critical dimension. The less they are attending, whatever kind of instructor comes across isn't of much value.

* I wouldn't want to say anything about a teacher's organization until I had looked at the quality. I think we have to get toward breaking down what a school day is like. What are the requirements no matter what you're teaching? How do you get kids attending? How do you group for teaching certain kinds of things? How do you make sure that certain

kids can have feedback, given only 40 minutes and you've got 30 kids? If you let each one of them talk for 30 seconds on one point, you've used up 15 minutes, so you know, this is the kind of thing that we have to sort of get to in teacher education.

** You want our teachers to be aware of the educational, organizational, social system that they are operating themselves with the kids? Is that right?

* I'd like to know more about the parameters of these things.

* I have a feeling now at this stage of our deliberations that one of the problems that personally I'm facing in an attempt to kind of react rationally to this is that I need to have the ball park limited just a little bit for the purposes of getting at the answers to the kinds of questions coming up. I've got to cut out a piece of that and look at it a little more completely and then move over to another chunk and look at it and then maybe relate it back and forth. In connection with this, there are certain aspects of the problem that have to do with what we know about the learning setting as a setting, let's say, independent study as contrasted with some kind of interacting situation. Now that's one whole arena by itself. Another one may have to do with the degree to which we understand what kinds of influences certain kinds of environmental deprival have on the development of conceptual styles, formats for the organization of perception for youngsters, and how knowledges of these qualities feed into our instructional strategies, and somehow or other give us clues about how to proceed with youngsters. And then another arena is the variation in instructional demands for strategies that are the result of rather concrete kinds of learnings on the one hand as contrasted with somewhat more abstract kinds of learnings

on the other hand. Those three stand out for me as little chunks of the ball park that we need to talk about in a little bit of isolation from each of the others.

* I'd be very interested in this because I think that we don't know very much about what the learning tasks are that are involved when we talk about teaching kids to read or do arithmetic or anything else. We have acted as though we could use the same kinds of teaching techniques that typically are taught in methods courses and make them effective with inner-city children, and I don't think they are, and this is where I see the differentiation of the training program for teachers in the inner-city. Now I don't mean that these same kinds of techniques wouldn't be good for kids who are not inner-city kids. For example, if you teach the usual phonetic reading program existing in most schools, the typical kids learn to read. They master this very well, probably because of the strength of their language experience. With a lot of the kids in the inner-city, they don't learn to read using that approach. So I think we don't really know the kind of learning tasks that are involved when we say we are going to teach kids to read. This is the kind of consideration we should be giving.

* At the present time our research efforts are directed toward whether we can differentiate among disadvantaged kids. We're very dissatisfied with the methods of classifying disadvantaged youngsters. If you use a purely low income criterion, you find many points at which these kids differ dramatically. If you take a group of urban poor and a group of rural poor and use the same income criteria, you find all sorts of wild differences in other qualities, and so we're rather dissatisfied with these. Would it be better then to have a better idea of what the

learning potentialities are of the kids as a basis for proceeding rather than some kind of global term of disadvantaged or low income or, whatever else it is. We suspect this may be possible. I'll comment a little later concerning some of our research that reflects, I think, some valuable insights, although no particularly final answers on this very point. Take perceptual format or the organization of perception. We can go back through research clear back into the days of the identification of aircraft insights into the value of having an organizational framework in mind in order to perceive and perceive quickly and make basic discriminations in an instant. There are certain aspects of that particular task when we're talking about teaching youngsters to read. How do you look at a printed symbol and differentiate it quickly in just a fleeting glance?

* Every time I hear the term "potential" my red flag is raised because it has been frequently used to exclude kids from certain kinds of experiences rather than to decide which ones to give them, and I think there is a basic difference here. If we're talking about perception in terms of contemporary media now, one of the problems with television is that it gives you too much to look at.

* Distracted by the activity, the action?

* We are finding that all kids are real learners and that the difference is something we haven't coped with adequately. Researchers are trying to understand this phase of the whole learning process, and they are calling this the attentional phase of learning. They also called this the associational phase of learning, and began to wonder if one of the problems wasn't that the situation in which the instruction was taking place had so many distracting and irrelevant stimulus bits in it

that the kids had to sort them out before they could find out what the task was. Some of the kids had formats into which they could organize the tasks. Other youngsters took more time and had a lot of difficulty.

* These researchers have begun to look at the question of how much confusion you can put into the task and does this influence the task, and they have found that it does. You can introduce a task, for instance, that has three alternatives and two distracters instead of just one. This makes it harder. However, this will in part extend this attentional phase longer for many youngsters. And then our question becomes: Are these lacks of organizational formats derived from the early years of development and particular life styles for certain disadvantaged youngsters that make it unusually easy for certain kinds of distracters to stretch the attentional phase out for them? Could we lengthen the attentional phase in certain learning situations by controlling the stimuli in them by focusing on the organization and maximize the chances of success? If you look at many of the materials available today, for instance, you'll find many of them that will have two distractors and each one distracts on a different base.

If you're trying to teach the kid form, don't foul him up with color. Make all the objects the same color so he doesn't say that's a triangle because each time he sees it, a triangle has been blue and circles have been red and squares have been yellow, but make all the objects yellow so his differentiation is only on the basis of the thing you're trying to teach him.

* I like this because what you're saying is that you're wanting to explore the determinants of initial learning. We're beginning to incorporate into this, it seems to me, the way to analyze instruction in terms of the effects that may come from, particularly proactive inhibition

interference. Now we're beginning to say what is it in this kid's cognitive structure at this time that is brought into play when he is confronted with these kinds of stimuli so that we can predict how he is going to handle the stimuli. This is where I think teacher training programs need to be a part of translating the language and the literature of learning to instruction.

* Aren't we saying in a sense that we've got to make diagnosticians out of teachers?

* Well, I don't know whether we have to make diagnosticians out of the teachers, but somehow in the milieu of qualities that are possessed by public schools there has to be a way to know something more about these youngsters than we know now.

* May I add on to that! Diagnosis, as we used to perceive it, was giving children a series of tests before they or you did anything. But the proper diagnosis is to give them the task and you diagnose when they can't do it. Then you really find out what you're going to do because diagnosis in the other sense is doing the same thing that we say we shouldn't do--predicting how they're going to react when they get in the test.

* I think that from the point of testing and examination our educational processes have been characterized by looking for the exceptional on each end of the continuum. I'm thinking about a more functional sort of diagnosis that takes place continuously in the classroom. In the prescription of the learning tasks, teachers have to make some kind of evaluation of strength, of difficulty, of abilities, etc.

* Well, this is the kind of thing that I'm not too sure about anymore.

Assessment has to do partly with appropriate learning styles as they relate to the task to be done and as they relate to the teaching style or the instructional mode that the teacher uses. So you begin to look at not potential as such, or not even strengths and weaknesses, but rather styles. The assumption is that the kid can do it and you're looking at how he does it best. So, if he can do it, then that's not the strength?

* Some research at Florida has shown pretty clearly that in terms of directiveness - indirectiveness of teachers on the Flander's Interaction Analysis scale--that in abstract learning you get a consistent increase in increments of outcome for increased increments of indirectiveness. But in a concrete type of learning you obtain decreasing increments of effectiveness with increasing increments of indirectness. This suggests something about strategy.

* A skilled teacher leads youngsters step by step through the solution of problems and takes each little move the youngster makes and then develops his question or suggestion on the basis of very small increments of change in behavior or just pieces of behavior. Unfortunately, we don't look very often at the error the youngster makes to tell us what the malfunction was. I'm wondering if we can look at the errors of youngsters to analyze the quality of the learning in such a way that it tells us consistently more about the kid.

* Another problem is related to: What is information intended to do? Are there some things that you can talk to kids about with no interest in finding out whether or not they remembered it? Perhaps it simply was germane to getting at what you really wanted them to do. For an instance, if you really wanted to develop the skill of using

reference materials, is it important what they look up? Is it important that they remember the name of the river? Now, if you ask that question you've made a judgement about his performance. These are things that get in between. When I'm developing a child's skill to use reference materials, I'm very interested in his order and how he makes his decisions on what he uses to locate a question or master a question. But after I think he has it, I like to give him questions that are confusing because this is how he is going to have to use it anyway. You see, if the answer is already decided, then he doesn't really need to have research skills.

* A kid in school ought to be praised when he arrives at his point of error.

* Yes!

* Particularly in the less concrete areas.

** Are we then saying, in terms of our particular descriptions and analyses, that it's significant for the urban disadvantaged teacher to have a realization of the variety of characteristics which are present in the learning process of these individuals?

* Yes. I think we have to add to it, though, one of the more critical problems--that there are certain kinds of basic knowledges about the learnings of youngsters that are derived, somehow or other, from their experiential background by the time they get to us at school that we just don't understand. And with some kids we're not going to make the headway that we perhaps ought to make in terms of the real capabilities of many of these youngsters until we have some better ideas about their background. We may luck out with some kids and not know why, and thank God we do that sometimes too. But I think we still need

some of this research into some basic parameters of learning, of perception that we've never questioned in these relationships quite so much.

* I think this is important; but there needs to be, however, a movement to another stage in this recognition process. Otherwise we get into a continuation of the situation which research reveals for us that the individual continuously falls behind until he becomes three or more grade levels behind by the time he reaches the tenth grade.

* We need to try the best we've got now and work around it.

* Yes. What does the teacher do upon recognizing the fact that there are certain factors in the experiential background which do not render the individual capable of mastery at the present time?

* Well, this involves everything from analysis of the perceptual background the kid brings to the school with him to the style of cognitive operation. All of these things fit together, it seems to me. I don't think we know very well what the determinants of learning are, and also don't know very well the reinforcers. In most cases it's sort of a general agreement that nothing can succeed quite like success, but for some kids it seems that success really doesn't prompt them to do this thing again--whatever it is that they were successful at doing. Of course, I am speaking with reference to the urban disadvantaged. Our research reveals that approval on the part of the significant other person for these individuals is a great reinforcer in the learning process. They do it <u>because of</u> a personality from whom they want approval.

* Frequently we don't know who the significant persons are.

* It's not necessarily the teacher, is it?

* No, that's what I'm saying. It may not be the teacher.

* This may be one of the secrets to the success of some of the tutorial programs where older youngsters have been used with younger youngsters.

* That is true. It also implies that in our teaching of the disadvantaged, it may become necessary to move beyond the classroom for the identification of that significant other person in the life of the individual.

* It seems to me that if a child were to ask you: "How does a television set work?" there would be many different ways of responding to that question. There is a knowledgeable layman's approach to how a television works. There is a television repairman's approach to how a television works. There is a manufacturer's approach to how a television works, because it has to be put together in a certain way. Now all of these would be different. How does a teacher proceed to talk to children, or work with children, in terms of the example of how a television set works? If you get caught up in terminology, they won't recognize the television. An electrical engineer could bring in a television displayed on ten charts. You know the kids wouldn't know that it was a television. In the selection of strategies that you develop, you've got to consider how you start to deal with the information you've got. The reason is that you can approach a subject in different patterns, and each pattern has different implications for how you work with kids. I can tell you that I can work with some disadvantaged kids who can't read and teach them how a television works. There's no question about it. They may even know how it works, but they can't tell me because the language is not there. But they know. They can say: "This is for this." But they can't write it. They can't give me any

responses on a test. I can't observe them fixing a television, but they can get a pretty good idea about how it work.

* What have you observed now that you know that they know? They can tell you, you say?

* Well, sort of. I can piece things together. I know their language is not as fluent as an engineer who knows about it, but I get a feeling that they understood what we were doing. Just like a circuit. There are certain terms in electricity that we can use to talk about it. But I can also use colors and say: "If you hook the red wire here this way, the light doesn't burn and the bell doesn't ring, so they develop a feeling for it. If you're going to deal with circuitry, you've got to deal with it this way. Now granted, there are many gaps in their knowledge. But I've found the disadvantaged kids in the urban areas to be this way. Unfortunately teachers want to have everything consistent since official school guides are provided. This is the kind of thing we are all constantly faced with in our training of people who work with kids.

** All right, but most teachers are going to be confronted with these guides. How can we train the teachers to use these guides to answer the questions of a disadvantaged child? It seems like that's the thing we have to train the people for.

* It's a good example to bring us back to that other condition too. Given that situation, you would assume that the teacher would know enough about the kid's styles that emanate from his cultural background to know that he might learn from hooking things up himself, <u>but</u> within that same group of kids there might be kids who are going to learn from those abstract charts as well. So, you're not making the mistake

of taking a generalization and applying it psychologically to a whole group that is very different one from another. The similarities might be there but also the differences.

* Content is also a means to an end as well as an end in itself. This question is at stake as far as our decisions about disadvantaged youngsters?

* It's also related to what we accept as evidence of content achievement.

* Yes. Does our evidence of content achievement have to be so lasting? It might be that after a pupil demonstrates that he knows something by some comment he made to a question I asked him, I just let it go at that. Now, do I have to keep a record of the fact that he knows? These are, I think, largely unanswered questions. However, we approach teachers as if they have to have very specific answers to certain questions in order to justify the fact that they have worked with the child a certain way.

* That brings up another question about the appropriateness of the scope of their learning.

* It also says something else to me. In the learning situations for the disadvantaged much of that which is verbal in its components should perhaps be transformed into motor skills, or in some instances into attitudinal learning. In other words, there's saturation in many of our verbal learning experiences. Therefore, we ought to give more emphasis to attitudinal learning and motor skills.

* However, you eventually run into the socially institutionalized problem of higher education and the demands that it makes in terms of verbal performance, even though they are sometimes quite arbitrary.

And at what stage and in what way can you make the transition from what I would call functional education, that we have been talking about, to the somewhat artificial demands that are made by higher education?

* In many instances, the transition will not be made because the goals that the individual has set for himself do not necessarily include these. I have a typical example of the problem we're talking about. I was in a situation in which we had representatives from Aberdeen Proving Ground lecturing on guns and the manipulation and the repair of them. The lecturer got a 90 millimeter gun at a 90 degree angle and couldn't get it down. Two fellows who sat behind me--with a sixth grade education--who I'm sure couldn't read a manual at all, touched me and said: "What is he trying to do?" And I said: "Depress the gun." They said: "Have him take a break. We'll get it down." And they did!

* Now, that's social sensitivity!

* Yes, it was. They didn't want to embarrass anyone but they knew how to get the job done. I'm saying that we have learned that if we pass down Darwin Street, which is the main street of the ghetto, and you ask an individual: "How do I get to the ship channel?" I would suggest that you <u>not</u> try to follow the verbal directions which he gives you. However, if that guy says: "Come on, I'll show you." he'll get you to the ship channel by the most direct route. The urban disadvantaged have learned to do some things that they cannot verbalize.

** Are you saying that some of us seem to learn even abstract things in a motor way?

* That's right, and this is why I'm saying that we need to find out how you teach some of the verbal learnings in the motor way. In my own institution I had that feeling yesterday. I came down from the

second floor to the first floor and in every classroom I heard lectures. I saw no real action going on. It was a lecture situation and I had the feeling that there were a lot of lost man hours because these individuals could have been really moving, interacting in a way that the information would have been much more interesting and meaningful.

* Even though I say motor, I'm really saying something about the teacher when I say <u>how</u> to teach or how a television works. She really has to know alternatives to knowing how a television works because, first of all, she has to tailor-make this instruction to every child in the class. What I'm really saying is that whenever you look at any teaching situation, and it's written in a manual, it will not reach our kids. Every time you get ready to deal with any instructional pattern, you've got to have alternative explanations because you've got to be able to compare it with something that they can relate to, or contrast it with something that they can relate to.

* This is a kind of diagnosis isn't it?

** Now, given these two points of how can I do what I want to do in such a way that I'll do it economically and instinctively, are there any leads that we can give the teachers of time that will help them in this?

* Yes. I think one definite one is to stop this lunacy of making them take Physics 101 and Chemistry 101 when they've got to teach general science, because, first of all, at no point in their college training do they learn about general science which is really a layman's approach to science for the most part. The teachers learn very specific things in geology, but kids don't even know what a rock is when you've finished talking about it. In this whole training pattern we start dealing with

techniques before we're ready. Techniques must grow out of your knowledge of the subject--not that we're failing to provide techniques in a theoretical approach to subjects.

* There's a kind of gulf here too. One cannot observe that any of the recent developments in curriculum is the result of any particular application of a theory of curriculum. If you begin to talk about the theory of curriculum you can get lost real fast because I don't really know whether there are very many. I don't know. The most helpful material that I've read about curriculum was some stuff that Bill Fowler wrote in the IRDC Bulletin. He was talking about starting with the concrete and then moving forward with it in terms of object-action relationships. When you were talking about motor learning, it kind of jangled that bell, that perhaps here, within the arena of object-action relationships, exists both the opportunity to not only teach but also diagnose. If you can take the concrete object, and from the youngster's manipulation of it and talking about it--whatever little talk can occur--maybe one can understand better how he understands the object and then proceed in terms of how he understands the object. In terms of a class of 25, 35, or 40 kids I don't know exactly how you do this, and I don't think you do it with 35 kids at once.

* You can't do it!

* We're right back to the point earlier about the organization of the school. I don't think you can do it with 35 kids at once either. You're talking about an individualized approach to instruction, and I can't see any way around it, and I can't see how you can do it in the organizations we have.

* You mean a teacher can't individualize instruction at the moment?

* She can't do that kind of thing for 35 kids.

* That's right. We train teachers now to teach 30 kids.

* We've always done that.

* Not really. Not really.

* I think B. O. Smith's research is closely related to this because he looks at the logic of teachers. The implication is that the instructional pattern must grow out of what you're trying to teach. You should explain something a certain way because you're dealing with a certain object or a certain idea. Or, you contrast when you're dealing with a certain idea because there are more contrasting examples than comparison examples. He found that the teachers' moves were strategic when a youngster asked a question. That brings out the way a teacher plans for the instructional act. A friend of mine did a very interesting informal study with lesson plans. He gave teachers a task to do and asked them to thoroughly prepare to do this task with the group. He gave another set of teachers the same task to do but gave them three minutes to prepare. It was interesting that in the group where there was no time for planning, there was a lot more interaction and there were more questions from the kids. It was more open. It was more dynamic. And in the other situation it was kind of closed and prescriptive because the teachers had already determined what those limited alternatives were going to be just for that special task.

** It seems to me that we need to consider the question of what we can do for the individual prospective teacher to make him more functional in his setting as a teacher. I think that we are going to have to mimic the medical profession to a great extent in our work in teaching by equipping the individual for certain roles and levels of performance.

In other words, are we talking about getting everybody ready to function at the same level when they leave us, or will there be levels of functioning into which these individuals may go upon leaving us?

* I had hoped we'd address ourselves to that question. It seems to me that we've systematically convinced teachers that all we talk about is just a game because, after all is said and done, we spend most of our time lecturing.

* Another word about my particular point of view. The real valuable physician would not spend his time drawing blood, making urinalysis and these sorts of things that lead to a diagnosis, and a prognosis for that matter.

He would say though if a urinalysis did not jibe with other things that were consistent in pattern, he might want to go back and do it himself to make sure that it was done because he knows how to do it, and the technician could have made an error, or they could have mixed bottles. There are certain things in teaching that are related to skills and a person must learn these things and how to do them. But there are other things in teaching that are related to the situation and this is where your creativity comes in. How do you shift and call on a repertoire of skills that were not dictated before you got in the situation?

* I was sitting here thinking as we talked about the various tasks in the learning situation. If we suddenly recognized that a pupil had run into difficulty, that he couldn't master a given task, it seems to me that the teacher has to be the person who, when the machinery breaks down, has to come in and say: "What's our next move?" I can't see a teacher in a classroom with 20 students, let alone 35, being able to move along and check these with a prescription offered as to the next move,

and do all of the other kinds of things that we currently are asking them to do.

* I'm not really sure of that. I can't remember who did the study but some of us were looking at classroom management control and came up with a generalization that the teacher who is the more effective controller in the classroom is the one who effectively uses some kind of peripheral vision; that is, some person who has the skills to see a lot of things going on at once and controls these things as they happen. I think that it may be possible in a group of 20 to be far more individual than we have been in the past.

** It seems to me that the major implication of all the things that have been said up to the last point is that we need to focus on what the teacher herself should be aware of in the teaching situation. We've talked in global terms about strategies of teaching, and presumably she should have some sort of an understanding of alternative strategies that she has available to her. We implied that she needs to be sensitive to some aspects of the environment; for instance, the way in which she directs her discourse to given pupils within the environment, the way she uses locality in the environment--realizing that teachers have very fixed territorial segments. So presumably the teacher should be aware of some of the environmental constraints that effect her behavior. Now, what are the other sorts of awarenesses that presumably the teacher has to have in order to make on-the-spot diagnosis, to deal with the educational problem that she thinks she has right then?

* Let me suggest one in terms of the context in which we're speaking. It is the physiological state of the individual upon mental functioning.

I was thinking in terms of hunger, lack of rest, fear, all of these and the influences that these have upon the mental receptivity of the individual.

* I think too a kind of awareness of his own psychological state as a given individual is important for the teacher.

* I recall a teacher in Milwaukee who has a little bowl on his desk, and he puts a blue flag in it when he's okay and that lets the kids know that they can interact easily with him and have fun with him and josh a little bit. But when it comes to the morning that he puts a red flag in the bowl, the kids know that they should approach him with caution, don't bug him too much, that perhaps the last night was a tough night.

* I think it's a good example in terms of a teacher having some awareness and letting the kids know that he's human and has some human frailties.

* I'm not being facetious, but there might be an extent to which this would suggest maybe that the kids ought to have flags too.

* Yes, yes.

* A recognition of personal states and an acceptance of the legitimacy of them.

* Well, we've all seen some teachers that had that kind of sensitivity as to what was going on with other people.

** Can the ability to be sensitive to changes or the moods of the kids be trained in teachers?

* Well, there's a little bit of evidence that it can.

* Someone made the point that one of the things that the youngsters often needed to know the teacher often kept from them. Many times when the teacher approaches an inductive learning situation, she will

start providing the evidence and the different specific instances and then all of a sudden say: "Well, what's in common with all those?" rather than starting out by saying: "Now, you know there's one way you can look at a lot of specific instances and sometimes you see some common things, and you can develop a generalization from this that helps you predict an outcome in a new situation." This is the inductive style. There is sufficient evidence to indicate that the youngsters will more likely learn a style if you give them some idea about what they are going to be learning.

* Advance organizing?

* Yes, essentially this is it. Maybe the way you do this is by saying, "Now I'm going to say some things and I want you to question them," rather than starting out with some kind of ambiguity that you want them to pick out. You actually set the stage. There is some evidence that if the youngsters have a target that's not too different from yours, they may get the point a little bit faster.

* Maybe it suggests too that the teacher ought to be aware of the direction of the discussion and the questioning and continually summarize?

* Or teach the kids to summarize.

* The teacher should know the different modes of questioning and different modes of presentation so that, in fact, the strategy is deliberate.

* I've been thinking of another area, and while it's not right on this, it does go back to what we were talking about earlier. A teacher is a diagnostician of the situation, and yet so much research seems to indicate that the teacher's expectations are very important.

If she knows the results of some of these diagnoses, her expectations are such that it doesn't exploit the potentials the children may have. In other words, it sort of puts a ceiling on them.

* There's another aspect to this too. It is the problem of the application of programs and research. Programs get to be global applications because somebody has tested out a program and the research results are glowing and all this sort of thing. I think a teacher should be cautioned that she needs to think rather consistently about whether her pupils are enough like the pupils of experiment X or Y so that she can anticipate results like the others obtained, or that she's enough like the teacher, or the community is enough like the community.

** Would it be fair to say that much educational research is of a character that you can't necessarily make the extrapolation to the underprivileged situation simply because it's been done in non-underprivileged situations?

* Well, this would be one, but I still believe that sometimes when we say underprivileged, we still have such a great big net and we're getting an awful lot of fish which aren't altogether the ones we wanted. Because I teach in the inner-city or I don't teach in the inner-city, doesn't necessarily mean that there are uncommon problems among the children, or that they are altogether common problems. I think the definition sometimes of the populations, or some samples we draw from them, are so hard to read out of the research that transferred to a new situation you really aren't sure whether you're working with the same type of individual.

I think if we're going to look at teacher education, we should start to look more carefully at the triggering devices in instruction. For instance, I've done some work with programming questions. The more programmed the question is the more you can determine the outcome, but as you program it you lessen the possibility of a broad approach to learning because you get an answer or the answer. You also limit the search. You limit the exploration because you are programming. However, as you lessen the program, the possibility is extended that the children will learn a lot of things through the exploration, but you won't know what it is. For instance, I used to give kids a question for which there was no answer. It was a false question, and kids would come back to me and say, "I know it's not in this source because these sources deal with these kinds of things." They also looked in places that they didn't tell me about, but I felt that at that point it was just as important for them to know that you couldn't find it in the almanac.

* We have used the same technique with kindergarten kids to increase their strength in facing frustrating situations. "What was John Kennedy's telephone number?" "Who invented the bathtub?" We found the kids were formulating and inventing answers as fast as you could invent questions. Some kids were really cowed by that possibility. I like your idea of triggering devices in the classroom, and if one is questioning, certainly others have to do with pacing, and timing, and using surprise as an instructional technique.

* An example of a type of question I like to use is: "How long is the Green River?" In many social studies classes this would sound like a very limited question, very pedestrian--that is if there was an answer in the social studies book. However, it has a lot of ramifications if

you start to look at the rivers around the world. There are "Green Rivers" in other countries. There are two in this country. You can then ask another question that goes along with it: "Is it longer or shorter than another river?" The answer is based on which one you choose. Another complication with this same question is whether you're looking at a general social studies book, a geography book, or a government publication. You may have different lengths to that same river because the sources use different techniques in determining the length of the river, and they did it at different times when the length of the river might have changed. The point is that this type of question is a triggering device. What a teacher does with it can be related to how much the teacher is aware of the possibilities. I used to give that kind of question to the kids, especially go-getter kids, and we used to have some of the biggest fights on what the answer was because these kids would more than likely come up with different answers. Also if one kid in the group would find out his competition was going to one source, he was going to try to find another source because he wants to be different from this guy. It also creates any number of approaches a teacher can use to get at the lesson. What are you teaching? Are you teaching research skills? Are you teaching the fallibilities of material, or sources, and this kind of thing?

** It appears to me that the number of the illustrations we've given are permeated by the idea of process and the importance of awareness of the processes that are going on. At one stage I think we almost apologized for our attention to process. I wonder if we're not saying that process in the education business is a very legitimate and

very necessary focus for teachers.

* I think it's a very necessary one, but I think teachers in training have not been helped to look at a question as triggering many alternatives to deal with the same message. I have put it to my class this way: "How do we determine which answer we want to use? Is it important that we decide on an answer? Does the answer have to fit into a certain context? Does it allow us to do something else we want to do, using any one of the answers?" These are definite different approaches, and I think another teacher could take a decidedly different approach and get at some important things.

* The statement about process and the legitimacy of process in the classroom reminded me of our earlier remarks about the defense of self-analysis for teachers. It was made on the basis of the fact that the amount of self-understanding which is gained is the thing that makes the difference in the teacher's relationship to the kids. Maybe it's the process of self-analysis that helps the teacher who is continuously in this process to help kids explore themselves in the same kind of way.

** This leads me to another question. Given the fact that there is a system operating in the classroom and it has its own little rituals and its own little devices for coercing the teachers and kids, to what extent should the teacher expose the nature of this system to the kids? As we said before, the teacher should be made aware of the system in which she is operating as a teacher so that she knows how she is thwarted by union perssures, by parental pressures, by principal's demands and so on. But how about things going on in the classroom? Now, should this be exposed? Should this be opened up? I mean, should we give away the secrets of our game to our kids?

* Yes, the kids should have the opportunity to begin to be able to analyze the situation for themselves and to look at the many ramifications of it and realize the danger to them potentially of becoming conformists, or of becoming frustrated, or of becoming inhibited because of that interaction. I don't accept that notion of protective schoolmanship. We need to betray our secrets to help the kid understand the environment in which he exists.

* I feel the children already know a very great deal about it, that all the teacher would need to do is provide the opportunity and make it okay to talk about it.

** However, a teacher is inclined to feel vulnerable isn't she? I mean, if she exposes the game?

* Well, I don't really think that the teacher has too much to lose in that respect. I think we're armchair theorizing for the most part now. I think that if you bombed out with a lesson, and then to try to cover it with something and hope that nobody will ever remember that it was the bomb, is almost to propose a brand of hypocrisy that these kids see through immediately.

* So you wouldn't stop to analyze why the bomb?

* Yes, I would. If you confess that it was a lousy lesson and say: "I didn't have much fun with it. How about you?" There's a much greater likelihood that they're going to respect this kind of analysis on your part because you've been truthful rather than hypocritical with them.

* But it will increase the kind of skepticism referred to earlier. If you went through this kind of process with kids, skepticism would increase I think.

* I think teachers should do it anyway. It's tough on the ego, even for a person who thinks he's pretty secure in developing this kind of thing, especially when you get to a point where all the young kids are challenging everything you say.

* I think you have to teach children that it is not always appropriate to challenge and question. They have to learn when to do this and when not to.

* This is what I was talking about in structuring the goals with them. They would have the idea ahead of time that I was going to make some outlandish statements, and they were to see what was wrong with them, or how to appropriately question them?

* But you see, that's another thing; I don't want it guided.

* You want them to discover the inconsistency or ferret out the problem themselves.

* Once you have to talk about it, you can't really explain it even though it's happening. I want them to get this as we work with things. They would begin to look at things very quickly, and even though what you said is true, if I put limitations on it, then I'm not telling the truth anymore about being critical.

* Why couldn't you expose your own feelings and your own disquiet about the state of affairs that has developed and say to them: "Look, this is my problem. Can you help me with it?"

* Well, I never really got back around to that. I don't know where I would take it. When it was close to the end of the year, I felt very good about the independence my kids showed, but had a few problems with other teachers and they were getting to be a bit of a problem for me. However, I had worked at getting them to this point, you know.

* That reminds me of the pervasive psychology about error that goes on in the classroom. We really do systematically teach kids, I think, that to make an error is wrong and somehow connected with evil and to give a right answer is good and just and holy. Therefore, the children are not going to expose themselves. They're not going to take the risk of making an error and not getting the teacher's praise for it. It's extremely important for us to come back to that point of error and let the kids know that that's great, that's perfectly justifiable. We all make errors and that's the point at which learning begins to take place. We need to perceive and describe maturity as, at least in part, the process of behaving in light of the consequences. It strikes me that that's not a bad definition. We've somehow or other got to guide kids toward this and the assessment of what it was we did and what the consequences of it are. This places them in an appropriate situation. A part of the thing that is eventually going to be the goal for almost all classrooms, whether in ghettos or not in ghettos, is some self direction of the learning process.

* There are certain things the teacher ought to have in mind. One is that you continuously assess with the kids the on-going learning process. The other is that we ought to be aware of assessing the informal subterranean processes that the kids as a classroom are working through at the same time.

** Okay, this leads me back to an earlier point made, and I'd very much like to get your reaction to this. We had a consortium with social workers and they made a point about social work that they thought could be relevant to education, namely that social workers shouldn't satisfy their needs through their professional encounters. The advice to the

social workers was to get their needs satisfied but don't do it during working hours. Now, I wonder if we induce in our prospective teachers the idea that they are going to get their needs satisfied in the classroom with their kids, and then they use their children for these satisfaction purposes when, in fact, it's frequently dysfunctional.

* I don't think you can have a job in which you work most of your waking hours without your needs being satisfied in some way. I think that's unrealistic. I think the teacher needs to feel achievement, competency and satisfaction in the work, and that is a need that, if you can't satisfy it during your working day, it's very difficult to satisfy. And I think a big part of the problem of teaching disadvantaged pupils is that what the youngsters feed back to the teacher leaves her eternally dissatisfied. For example, the teacher uses every reading method known but can't even get their attention.

* But that's a little different. You're talking about professional kinds of needs as they relate to the kids and the standard perceptions we have as to what satisfies teachers. It doesn't get at the issues like: "I need to feel power, or, I need to get continuous praise."

* But I need to feel achievement. I need to feel competency. I need to feel I'm doing a good job.

* You've got to define achievement pretty carefully, don't you? Almost invariably the situations differ, and what is the legitimate expectation for achievement in one situation, can be quite different in another. Take a kid in special education. You're going to have to be able to go into that classroom and be satisfied with much smaller increments of change over time than the teacher in an average classroom of some kind. That's one arena of expectations.

** I would like to caution us a little. I think we need to direct our attention to the accountability trend which parents of disadvantaged kids are very concerned about. I think one of the things in our whole training approach is that we have not built into it a sense of accountability for what teachers do with kids in terms of some very definite kinds of feedback--that a part of the teachers rating of his activities has to be related to what happens to kids, not only in terms of perceptions but in terms of what they can do. I don't want to sound as if we're looking at achievement test scores because we aren't. But I do think that if we say we want to help the kids learn how to function with a problem, at least provide some experiences involving that kind of problem. I'm not sure you have to get a score on a test. I am sure, though, that if you had kids explore, some of those kids would pick up the system and go on with it. Even if you will not be able to predict what situation they're going to use it in, or where they're going to use it, or when, you do know that if they get a chance to use this over and over in a recurring pattern, they're probably going to make it part of their life-style.

* There are increasing numbers of black people in my experiences who are telling white teachers in black schools to deal with skills and stay away from the affective because they have no business in it. If we're going to start talking about the socialization of black kids, we're going to have to start talking about how they should respond to their environment, and we don't have much business doing that if we're not black or if we don't know the experience ourself. Therefore, our only legitimacy is to teach specific skills in that situation.

* I think this is being said more and more and I think it is something that we've got to deal with.

* Is it that they do not want that area touched; or is it that I tell you not to touch the carburetor of my car because I feel you cannot deal effectively with it?

* I think it's both.

* It's not that I don't want something done to my carburetor, but I don't want you to mess it up, and I don't have any confidence in your ability.

* If it's going to be messed up, let me mess it up.

* Could we turn out new teachers who would know how to deal with a carburetor?

* Yes.

* Would they have to be black?

* No, they wouldn't have to be. A white psychologist asked me the other day: "Whatever gave you the idea that you could relate to black students any better than I could?" which to me was a very challenging question when I began to look at it. What kind of entree predisposition did I have that he did not have? He may have been more capable of actually relating to the individuals than I. I'm saying, in a sense, that I don't think the racial identity of the individual is significant in terms of whether he can or cannot relate.

* I would say in a <u>rational</u> sense but not in a <u>practical</u> sense. I do know that I can relate to black kids better than most whites.

* What about your relationship with white kids?

* I think whites can relate to some white kids better than I can.

* Do some blacks relate to some black kids better than other blacks?

* Right, good. But given the social milieu that we have in this country at this present time, race is an important factor in dealing with kids.

* Let's don't think of it as a constant.

* That's true.

* It's not a constant.

* But it's a real factor.

* Now, that's one I don't want to subscribe to.

* In the here and now, in the milieu that exists at the present time, isn't race, at least, a product of the youngster's expectation? Part of that is surface. The first time he walks in and sees you, it may be that his past experiences suggested that if the person's white--I'm in for trouble. He may think that if the person's black, it's not likely to be so bad.

* The one reason why I'm asking that we take a careful look at the implications with regard to race is because what we're actually saying is that the employers--the superintendents, the personnel offices, and the school systems--ought to make race a prime factor in the employment or the assignment of personnel, and I certainly would not like to go on record as favoring that.

* Let me put the question a little differently. If, in fact, there are differences among blacks themselves and their ability to deal with black kids, and if some whites can deal with black kids,--question--"Is it possible to discover what it is that works and then train this into teachers?"

* I don't think in the present climate we can because I think a lot of the things are being exaggerated.

* I think you can. I think you can identify the components that lead to the ability to relate in certain situations and circumstances, and seek to reproduce those.

* It doesn't depend entirely upon the teacher. I don't agree that we can reproduce them.

** Well, if I buy that, of course, it means that there are unidentifiable characteristics which enable one to relate in situations but it's a hit and miss proposition, and we can't reproduce them.

* Not necessarily. I think we were alluding to the notion that the initial acceptance or rejection on the basis of skin color can be transcended after some time together between pupil and teacher.

* I don't think we could generalize now in terms of the fact that the initial impact is based upon color. I think it depends specifically on the situation.

* I think if I walked into a hundred places in New Jersey to teach sixth grade right now there would be a problem with race and color. I just don't see how in the existing social climate you can say that this is not a factor.

* I don't think that we are trying to say that it is not a factor. We're just wondering whether we can manipulate it and control it.

* Or try to enable people to function in it. That's going to be a factor whether they're black or white, or whether they're working with black or white kids. That, I think, is our problem in training teachers.

* To what extent have we tried to make the new teacher able to accommodate to this experiential fact of racial difference? How can you help people overcome the barriers that are naturally established?

* This is one of the problems that we're going to have in getting teachers to focus on their purpose of being in the school in the first place. As you get away from achievement and skill factors, you get into more unclear areas of our purpose at school. You get into more disagreement with different groups on what you should be doing. But as you focus on what people expect you to do as a teacher for children, then you've got more agreement and you've got more general support.

** Are you saying that a professional mode for teachers could be defined in a somewhat precise instructional sense?

* Sort of. Now, I'm not saying that it's something that's either or, but I am saying that in order to deal with teacher training you've got to have some idea of what people are going to be doing in classes.

** This leads right into something that I hoped we would get to. I'd like very much to have some reflections or ideas about how we might go about building the exemplar, the effective teacher in an inner-city school. I don't know how to do this. There are lots of ideas that have been proposed about this, but I am at a loss because I don't know how I could tell when a teacher is an effective teacher in an inner-city school. And I would like to know something about it.

* I think white people have a kind of a fear reaction to a black caucus. I think that maybe an appropriate strategy to get at the kind of thing we're talking about is for white teachers to have white caucuses in black schools. They could then begin to examine themselves and their roles in the school and identify whether or not they accept the fact of being white or whether they're guilt-ridden because they are, or whether they can be comfortable with themselves, and thereby come to some purpose

for their being in the school. We were caught in this kind of process in a school I was in recently. The idea of black caucuses for the black teachers was an abhorrent thing for white teachers until they began to think of the possibility of the fruits of white caucuses for themselves.

** The question is still with us. How can you describe a good teacher? You've got to first identify them. Then reach some consensus about whether or not this is a person that's functioning effectively. Then, describe it. Now, I know some of the literature on what a good teacher is, of course, and I know how fallacious it is and how inconclusive it is. That's why I'm looking for ways to describe teacher competency other than the usual kinds of things. I'd like to describe them in terms of analysis of learning tasks or something like this. These may be more documentable approaches to describing efficiency in teaching. I wondered, then, if others had been interested in this kind of approach to describing teaching.

* I was talking to a woman from Israel this week who is director of a center for research there who is looking at the identifiable characteristics of successful teachers of disadvantaged kids there, both in the high school and in early childhood, but her response was that this is yet to come. They're in the process of doing it. I'm not aware of the specific things that research has told us about those characteristics. There are a lot of opinions. The research that I've read suggests that it's the firm and traditional kind of teacher who fares the best with kids.

* That doesn't help. Good teaching in this sense, like delinquency, is a functional geography in time. There must be a better way to describe teaching competency than this. I don't know of any but. . .

* One of the things that I get into when I deal with a class, especially if I'm teaching a social studies methods course is this. I'll give the students a list of 20 words and I say: "I want you to teach kids to think. I want you to teach them to be flexible. I want you to teach them these 20 words. I want you to deal with how do you explain things to kids. What kinds of comparisons? What do you want them to do with these 20 words?" So I say: "Well, don't let them get complex--20 words that kids of this age should know. How are you going to approach it? Are you going to give them all at one time, or are you going to divide them up into groups of five, or are you going to have them do sentences, or are you going to deal with the word? Are you going to deal with other things as they deal with words, or are you going to try to relate them to something else? You do anything you like, but how do you teach the twenty words, and how are you going to judge whether or not kids have handled twenty words?" Now, in that way it helps me to push them into the techniques they use, how they organize, how they present things, how they get feedback, where they go after these 20 words. Is there a rational system in moving from 20 words to another few words, or another activity?

** You're suggesting that we first agree on what the goals are and then describe the teacher in terms of goals?

* Yes, somewhat. But I am not hung up anymore on content, on scope, and on sequence. If you want anybody to know anything, the key question is: "How do you go about doing it?" Granted certain kinds of information require going about it in a different way, but if you want to teach anybody anything--if you want to teach them about income tax--how do you go about doing it?

** Then you are identifying one of the crucial tasks in terms of education as teaching people how to learn.

* Yes, how do you do it?

** And in your particular instance the social science content just happens to be the vehicle. Because when we begin to talk about the relevancy of subject matter, it then raises the question--relevant to what and/or when. And it's pretty difficult for us to spell out specifically what is relevant in the life of each of these urban disadvantaged because it all depends upon where each of them is going. There are certain aspects such as the art of learning, learning to learn, which are important for each of them no matter where he or she is going.

* Learning to learn is one of the mediators of transfer, but it is a threshold kind of thing I suspect.

* Yes, it is.

** Yes, but you were saying you've been writing more and more about this business of content. And you're saying that there must be something that's almost precious that everybody's got to have.

* Right.

** Okay, then are you as strongly concerned about the process thing?

* Well, I am but only to a certain extent and in a certain way. I just say to them: "Look, I'm going to be simple. Here are 20 words. If you want to teach these kids you know they're going to have to deal with words anyway." Then I evaluate them in terms of how effectively they explain what they are going to do in terms of outcomes. I don't know whether you'd call it learning to learn or whether you would call it dealing with content, but I do know I can't talk about teaching until I get them to do something and give me reasons for making the moves that they make.

* Those are criteria of success?

* Yes.

* Okay.

* Now, this can be defined in different ways. Whether they can repeat the 20 words, that's one criterion. Whether they can spell the 20 words is another. I don't care which one you choose, but you've got to judge what you do in terms of what you said you wanted them to do with the 20 words. So, before I get complex, I like the prospective teachers to do a very simple thing. I even say: "How long do you want this to last? Is it that you want him to be familiar with this word now, and if he needs it again to be able to go to the dictionary and deal with it, rather than memorize this word over ten weeks?"

* I used this same basic idea with teaching the alphabet because this sounds so simple. What good is it to teach the alphabet? What does this mean? Does this mean you're going to teach a pupil to recite it? Is he going to recognize the letters? Is he going to recognize upper case and lower case? Or what does this mean? Can he start with the last letter and go backwards? What does teaching the alphabet mean? It's the same kind of thing I think. Earlier today somebody said that one teacher might be very rigid in the way they approach a problem or something in the classroom and another might be sort of loose, but they both get the job done. Now, that notion of getting the job done caught my attention right along the line because it implied the definition of a criterion as evidence that a job had been recognized and had been accomplished.

* You see it more blatantly mishandled in a secondary school, and this is probably what's contributed a great deal to the drop-out situation

because someone down along the line has decided that these 20 words are the goal and come hell or high water they've got to learn these 20 words. If it's only 19, it enables me to make some evaluations of the person.

* That's not what I'm talking about.

* No. That's not what I thought he was saying.

* In essence then you're saying that you would like to evaluate content in terms of the degree to which it contributes to some end outside of itself. Also, you think that, of the choices that could be made, there may be five choices that are equally good means to the learning how to learn end, that is toward a process end. But, is there one of those five choices that's a better choice for itself as a means to that end. I would ask: "Any 20 words, or are there some 20 words that might be richer to give to your college class to get them to think about this than some other 20?"

* I see a reciprocal relationship between the content and the processes for which you use it. If I read what was said, then there is also a necessity to relate it back into the lives of the children.

* Now it's a little bit different from what we typically do. We typically decide on the content and then we try to hook up kids in some artificial way to legitimize what we want to teach. What we're saying is that we analyze very carefully what the kids are in depth concerned about and then relate the content to those concerns.

* When dealing with teacher training though, I'm not so much interested in outcomes or the curriculum area as I am with teachers getting a feel for how you operate with some content when you want to achieve different kinds of purposes. Like I give a word like warm and I say warm emotionally. How would you get kids to get a feel for warmness

that is an emotional thing? How would you get them to feel warmness when it's always cold? I'm not saying that you've got to have a certain kind of outcome. I'm saying: "How would you approach this kid to work with this? I don't really care what word you use."

* This is just what I want to say. As the individual goes into a particular subject matter area, he must have some guide lines for the selection of content.

* You know, what I suspect usually happens in inner-city schools relates to your fears. I think you expressed fears about scope and sequence. My dissertation happened to be on a comparison of inner-city primary teachers as they tried to use a system-wide curriculum. Generally speaking, inner-city teachers omitted more and added less, which kind of suggests that they're making adjustments in the curriculum, but they're picking out what they think is most important and treating it. Inner-city teachers are giving kids less art opportunities and less music opportunities, and they're going to sit there and go on reading.

* I don't know where we should begin, but I do know that as you approach kids, if you have a variety of approaches to the same thing--like teaching one word--they will see that one word in relation to a lot of things that you won't know. I know that they then come away with something that's different than to say: "Warm is defined as," and you go on and try to give them a series of analogies about warm.

** Given the difficulty of defining precisely some of the more nebulous values that have been involved in our discussion, and given the possibility of defining certain kinds of academic output in somewhat mechanical ways, do you think it really is reasonable to define a good teacher in terms of the output at all? Also, taking into account the fact that there are

many other influential variables like background, peer influence, etc., I wonder if, given our present condition right now, it's not reasonable to talk about the pupil as a product and attribute that product to the teacher. We may, in fact, be forced to say that while this would represent the ideal way of evaluating an educational system, it may be more practical to say, we would rather see how a teacher behaves and make a judgment about the model the teacher is exposing to the kids.

* Well, there's one thing you got there. We can <u>only</u> infer effectiveness of process from a product. I'm starting to believe now more and more that if I have approached a variety of alternatives with kids in trying to explain something--trying to get them to understand something--I might not check but one thing among 20 things that could have been checked, but I don't know whether I can infer from that one product outcome that my whole process was effective or ineffective. This is the kind of thing that we have built into our system. But I still don't think that we can be absolved of the responsibility of looking at a product from time to time and looking at our approach to it. If you really want to approach pronunciation of words, no matter what you do with it, there should be some way you check what you did with them or what you have them do.

* One thing I did when I was teaching in a school in North Carolina was to demonstrate that I could take a word list and teach a content area by just exploring each word in a number of ways. What I would do with the word was to use it in different contexts. For instance, latitude as a concept in geography provides an example. Some kids never did find out what I'd mean. I knew that, but there were one or two kids who knew exactly what I was talking about, and they could relate it. This is the whole

problem in teaching--that you cannot take a whole group with you as you expand, but it does not mean that you shouldn't explore many alternatives that touch different people in different ways. . . .

SECTION III

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SECTION IV

THE ABSTRACTS

THE ABSTRACTS

Allen, W.H. and others. Effects of audiovisual materials on changing the attitudes of culturally disadvantaged youth. Los Angeles: University of Southern California, 1968.

Purpose: To see how audiovisual materials create positive changes in the school-related attitudes.
Method: 128 Negro and 88 white disadvantaged junior high school boys were shown 4 slides and interviewed by a young educated adult Negro.

1. They were furnished a chance to choose or not choose what slide to view next.
2. Allowed or not allowed to respond overtly into microphone. An attitude inventory was given before and after and to a control group. Data were analyzed by variance and t-test.

Results: Only the multichoice format with active participation was significantly effective in producing positive shifts in attitude.

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Atkinson, Richard & Patrick Suppes. An automated primary-grade reading and arithmetic curriculum for culturally deprived children. A Final Report. Stanford University: California with HEW. ERIC #ED 023 773.

Dr. Suppes' work with computer assisted instruction (CAI) in teaching mathematics and initial reading in East Palo Alto, California. An individualized theory of instruction attempted to optimize the learning situation by manipulating such variables as the content, nature and sequence of presentation. This material contains the specific course content in the appendices.

* * *

Barritt, L.S. The auditory memory of children from different socio-economic backgrounds. Paper presented at the meeting of the American Educational Research Association, February, 1968.

Purpose: To find verbal recall of 102 high and low socioeconomic subjects in primary grades.
Method: Subjects tested on auditory memory on 4 levels of verbal structure:

1. Nonsense syllables.
2. Nouns.
3. Nonsense sentences.
4. Meaningful sentences.

Responses were recorded on tape and scored.
Results:

1. Auditory memory is greater as language skill supplements memory capacity. Older children remember more units.

2. No significant interaction between task level and grade level nor between socioeconomic status and task level.

It was tentatively concluded that youngsters from different backgrounds tend to use similar strategies at each of the levels for processing information.

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Barritt, L. and others. The immediate memory span of children from "advantaged" and "disadvantaged" backgrounds. ERIC #ED 015957, June, 1968, p. 129.

Purpose: To measure memory spans of children.
Method: Three groups of 1st and 2nd graders were asked to learn and recall sequences of words at 4 levels of conceptual difficulty.
1. Two lower-class groups and one middle-class group.

Results:
1. Older learned better than younger.
2. No significant differences in memory spans of students in each socioeconomic class.
3. Meaningful memory tasks were learned more easily.

* * *

Bear, Robert Meyer and others. Social class differences in maternal attitudes toward the teacher and the school. A paper presented at the 75th Annual Convention of the American Psychological Association, New York City, 1966. ERIC #ED 018 475, September, 1968, p.p. 154-55.

A research study of maternal behavior as it effects the child's cognitive functioning, attitudes toward learning, and role conception. Responses to two tests were used to assess their attitudes and behavior. The subjects were 163 Negro non-working mothers of four year old children, from lowe social status groups. (Middle class, upper-lower, lower-lower, and lower-lower receiving public assistance.)
1. The lower class mothers showed an inability to cope with and little concern for problem-oriented questions about the schools. They defined their role within the school system as passive, ineffective, or defensive.
2. These attitudes reflect the mothers' own school experiences, and in turn influence the lower class urban child toward a similarly passive or defensive relationship with his school.
3. The findings of this study suggest a need for the resocialization of the entire lower class family.

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Bell, R.R. "Lower class Negro mothers and their children," Integrated Education, 1965, 23-27. ERIC #ED 020 999, December, 1968, p. 99.

A research report of the aspirations of 202 Negro mothers for their children's future.
1. Educators must be aware of the ecogeneity of the lower class and of the various non-school aspirational values that influence the children of this group.

* * *

Billock, H.A. The prediction of drop-out behavior among urban Negro boys. Houston: Texas Southern University, June, 1967. ERIC #ED 013 847.

Research dealing with drop-out behavior dealing with urban Negro boys who confront conventional high school pressures. A child's prior preparation for the school experience is of key importance. Attendance, grades, number of retainments, and participation in school activities were identified as the characteristic elements of drop-out behavior or attendance status. It was found that I.Q., academic tools and readiness, self-image, peer adjustment, family and community status, family structure, and parental involvement, were the social cultural variations -- variables effecting attendance status significantly. Differential responses to a common school environment were elicited from the socio-economically similar subjects; thus, contrary to most sociological thoughts, similar environments do not necessarily cause similar academic performance, and intra-class academic differences do exist. It was found that school records and family structure variables apparently predicted early school leavers better and that the parental involvement and personal social relations variables appear to predict the late leavers better.

* * *

Blank, M. Cognitive gain in "deprived" children through individual teaching of language for abstract thinking, 1967. ERIC #019346, October, 1968, p. 124.

It was hypothesized that if an educational intervention program was limited to the development of abstract language, many other aspects of thinking would be facilitated.

There were several assumptions:

1. Individual tutoring.
2. Short daily sessions for each child.
3. Every task completed even if simplified.
4. Fit individual needs.

Method: 12 pre-school disadvantaged nursery students were matched for Stanford Binet and Leiter I.Q. scores - age and sex. Six got traditional treatment; two got individual attention but no tutoring; four (experimental group) got daily program tutoring.
Results: Rapid, marked gain in I.Q. for the experimental group.
N.B. Remarks: This seems to be an especially valuable piece.

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Blatt, B. & F. Garfunkel. A field demonstration of the effects of non-automated responses environment on the intellectual and social competence of educable mentally retarded children. Boston: Boston University School of Education. ERIC #ED 010 289, April, 1967, p. 2.

A research study conducted with children of low socio-economic status of pre-school age. A sample (N=74) was divided by random assignment into one control and two experimental groups, and provisions were made for an optimal nursery school environment. The program

lasted for three years and a number of measuring instruments were employed to measure cognitive, non-cognitive and environmental changes in the children.

1. The groups were no different at the conclusion of the study than they were at the beginning.
2. No evidence was obtained to support the theory that intelligence scores can be improved.
3. It was suggested that an additional effort should be given to the nature - nurture interactions, the time to begin interventions, and possible intervention models.

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Bloom, B. and others. Compensatory education for cultural deprivation. New York: Holt, Rinehart and Winston, 1965.

1. This book contains the results of working papers contributed by participants in the Research Conference on Education and Cultural Deprivation.
2. There are two major sections:
   a. A report on compensatory education for cultural deprivation.
   b. An annotated bibliography on education and cultural deprivation.
3. Based on research and the expertise of the contributors, many recommendations were offered in the first section. I have chosen to present these as a summary of this section and as the material most useful for our purposes.
   a. Each child should be assured of an adequate breakfast to help him begin his tasks -- lso a mid-day meal. These should also be provided in such a way that no shame is felt by the students.
   b. Each child should be given frequent physical examinations by nurses, doctors, and dentists to determine special needs with respect to fatigue, diseases, and dental, visual, and hearing problems. If parents cannot provide this, the school and community must.
   c. No child should be subjected to feelings of inadequacy and shame because of lack of necessary clothing. The school and community must provide them if necessary.
   d. Nursery schools and kindergartens should be organized to provide culturally deprived children with the conditions for their intellectual development and the learning-to-learn stimulation which is found in the most favorable home environment.
   e. A national commission composed of teachers and other specialists should be created to co-ordinate and to develop curricular guidelines, materials and methods for this special type of nursery school-kindergarten.
   f. The teachers for this new type of nursery school -kindergarten should be carefully trained for the very specific set of tasks they must assume. Essentially, these teachers should be trained to do for many children what very good parents can do for a small number of their own children.
   g. The parents must be sufficiently involved in the school to

understand its importance for their child and give support and reinforcement to the tasks of these special schools. The parents should be so committed to this type of school that they are willing to do everything possible to insure the continuity of the child's school experiences.

h. Evidence should be obtained on each child at the beginning of the first grade to determine the levels he has reached with regard to perceptual development, language development, ability to attend, and motivation for learning.

i. In each school, there should be a number of approaches to introductory learning, and each child should be placed in the approach which is most appropriate for him.

j. The emphasis in the first 3 years of elementary school should be on the development of each child with careful evaluation records of his progress toward clear-cut tasks and goals. In these years, the child should not be foiled or expected to repeat a grade or year. The careful sequential development of each child must be one of continued success at small tasks.

k. A national commission of teachers and other specialists should be created to co-ordinate and to develop the curricular guidelines, materials and methods for the first 3 years of elementary school for culturally deprived children. This commission should develop several alternative approaches to the problem and should evaluate the effectiveness of such curricula.

l. The teaching staff of the first 3 years of school should be carefully selected and should have many opportunities for in-service education on the curriculum problems of these years. They should be so organized that they can provide continuity and sequential development for each child. They should regard their central task as helping each child master the fundamental skills in language, reading, and arithmetic as well as developing a general skill in learning itself.

m. Since the home is so important in the work of the schools--especially in elementary school period--every effort must be made to strengthen the relation between home and school. Parents must be involved in such a way that they can understand the importance of this level of schooling and so that they can provide support and reinforcement for the learning tasks of the schools. Both teachers and parents must come to understand the ways in which the learning progress of all children is a dual task involving home and school.

n. For culturally disadvantaged children who have not had the benefits of a revised curriculum in the first years of school there should be an all out effort to halt the cumulative deficits in learning achievement at the later grades. While this is likely to be increasingly difficult as the child gets older, every resource should be available to the teachers at these levels. If it is necessary to sacrifice some aspects of the curriculum in order to bring these children to higher levels of achievement, the emphasis should be on the language development of the child, reading and arithmetic.

o. Especially in the early years of school all children must learn under the most positive set of human interactions. Where possible, teachers should be chosen because of their ability to help young children and because they can be warm and supportive to all children.
p. Integration will contribute most effectively to better attitudes and relations when there are a great variety of ways in which children of both races engage in common activities on a one-to-one basis.
q. Negro students must have up-to-date occupational information and more educational and vocational guidance.
r. A major effort must be made to identify, by the beginning of secondary education, a sizable group of deprived students who can,with appropriate continual effort on the part of the school,be enabled to complete secondary education successfully and begin higher education. These students must be offered special instructional programs, tutorial help as needed, increased counseling, and help on the basic skills and tool subjects.
s. Culturally disadvantaged adolescents who are having great difficulty with the regular school curricula should have a school program which emphasizes the basic skills of language and reading and they should be permitted to specialize in an area in which they are especially interested.
t. For these youth, there should be work-study plans in which students can learn in relation to the work. This requires very effective co-operation between schools, industry, and public agencies.
u. For all youth, and especially for the culturally disadvantaged youth, there should be peer societies which have continuity over the age period 14-19 and which provide opportunities for social relations, service others, and the development of meaningful value patterns. Such peer societies may be organized by appropriate community agencies with the co-operation of the schools.

4. The following summary is the pertinent information in the second section of this book and has to do with school programs and personnel.
a. "A number of experimental school programs for deprived children at pre-school and later school levels have been initiated recently. Results of many of these programs are encouraging and indicate that curricula can be developed which can overcome many of the deficits which deprived children have. Preschool projects which emphasized development of future-time orientation and other readiness skills have shown promising results. Marked increases in intelligence test scores have been clearly demonstrated in these preschool programs. It seems very likely that youngsters who have had such preschool experiences will be much more ready for the usual elementary school program, although reports of performance in elementary schools of children who have been through preschool programs are still not available because these projects are so recent."

b. "Projects during elementary school and junior high school have also been initiated and results reported. As in the case of the preschool programs, the performance of these children improved when the curricula and material were adapted to the children's states of readiness and provided the skills and experiences they lacked as would be expected in light of the cumulative deficit phenomenon, more effort and expenditure is required to help children as they become older. However, even at the junior high school level some success has been reported in raising achievement and aspiration level of selected children from low-status homes."

c. "Research on attitudes of teachers toward disadvantaged children generally shows more negative evaluations of these children than of middle-class children. Since difficulties are often encountered in teaching deprived children, many teachers attempt to transfer from 'difficult' schools and often blame parents and children for classroom difficulties. The attribution of blame and lack of rewards received by these children in school in addition to the mary other handicaps these children have, further interferes with successful learning and teaching. In experimental programs which provided teachers with curricula more suited positive attitudes regarding the children and resulted in less teacher turnover."

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Board of Education, Hoboken, New Jersey. Assimilation through cultural understanding. ESEA Title III--Part II, Narrative report. Application for continuation Grant. Office of Education, Washington, D.C., 1968. ERIC #ED 024 712, April, 1969, p. 111.

1. This describes a project by the Board of Education of Hoboken, New Jersey for improving the assimilation of Puert, Rican and foreign born students.
2. It includes: inservice teacher education, community programs, curriculum development, special school programs, and staff visits to Puerto Rico.

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Boger, R. Head Start teachers - ethnic group membership and attitude toward child behavior, some relationships. Paper presented at the American Educational Research Association annual meeting. New York, February, 1967. ERIC #ED 011 884, November, 1967, p. 85.

Purpose: Teachers of disadvantaged from different ethic origins -- how do they differ?
Method: Minnesota Teacher Attitude Test and other attitude scales were given.
Results:
1. Negro and Mexican-American were more eager and opimistic than Anglos.
2. They were more authoritarian than Anglos also.
3. Negroes saw student behavior less environmental ad more biogenic than Mexicans and Mexicans more than Anglos.

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Bressler, Marvin & P. Wilcox. Participant-observational study of the Princeton summer studies program for environmentally deprived high school boys. Princeton: Princeton University, 1966. ERIC #ED 010 416, May, 1967, p. 10.

A description of a summer program for 40 high school sophomore boys (predominantly Negro) who were counseled, guided, and instructed in such subject areas as literature, science, and art.

1. Many of the student participants exhibited increased academic proficiency, better attitudes toward learning, and greater participation in school and community activities.

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Brown, R. & E. Henderson. The Factor structure of variables used in the prediction of performance of college students from disadvantaged backgrounds. Paper presented at the meeting of Educational Research Association of New York State, November 13, 1967. ERIC #ED 024 717, April, 1969, p. 111.

Purpose: Project APEX--to demonstrate that 24 disadvantaged students with college potential can succeed in a special university program.
Method: The subjects were given 3 months of college preparatory instruction prior to admission to a special program at New York University.
Results: The factor analysis showed that the students' performance is a function of the interaction of intellectual and personality characteristics.
Suggestion: Continued emphasis should be placed on the importance of motivation and personality in the college achievement of disadvantaged.

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Cantwell, Z.M. An exploratory study of the development of more effective testing programs for students in differing cultural backgrounds. Brooklyn: City University of New York, 1966. ERIC #ED 010 246, March, 1967, p. 3.

A report on the predictive ability of two intelligence tests on a cross-cultural sample. The standard progressive matrices and the D.48 tests were administered to 1,579 girls in grades 9 through 12. Other tests scores were obtained from student records.

1. Neither of the tests validly predicted performance levels, nor did they differentiate between the ethnic groups.

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Carton, A. Basic speech improvement program for disadvantaged pupils in non-public schools -- regular day schools. New York: Center for Urban Education, 1966. ERIC #ED 011 024, August, 1967, p. 59.

An evaluation of the quality, feasibility, and appropriateness of a non-public day school speech improvement program. It was found that the program suffered in problems of personnel recruitment, differing interpretations of objectives, large classes, and a lack of integration into the regular school program.

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Chamberlin, G.L. & C.D. Catterall. "Acceleration for the overage potential dropout," Phi Delta Kappan, 1963. ERIC #ED 020 229, November, 1968, p. 127.

Purpose: To see how successful an experimental program in which 25 overage underachievers completed 7th and 8th grades in one year.
Method: Tested them with a Metropolitan achievement test. Obtained ratings from high school counselors for their 9th and 11th grade performance.
Results: Most students in the group benefited and school costs were reduced.

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Chandler, B.J. & F.D. Erickson. Sounds of society, a demonstration program in group inquiry. Evanston: Northwestern University, 1968. ERIC #ED 018 522, September, 1968, p. 164.

Research study made to analyze the cultural differences and their influence on the behavior and language of lower class Negro and middle class white youths. Eleven inner city Negro groups and seven suburban white groups of 15 to 19 year old youths met separately once a week for ten weeks.

1. The language style of the inner city groups was characterized as more restricted than that of the suburban sub-sample and suggested a relatively high context.
2. The inquiry process of the inner city groups was described as non-linear because they characteristically presented propositions as conclusions at the beginning of the inquiry sequence.
3. Groups shifted between the use of relatively restricted and relatively elaborate language codes.
4. The Negro's dialect may not alone be responsible for his cognitive deprivation, because a restricted language code did not seem to preclude abstract and sophisticated inquiry.

* * *

Chattanooga Public Schools. Project for the inservice preparation of teachers for the desegregation of selected school faculties. Chattanooga Public Schools, 1967. ERIC #ED 024 737, April, 1969, p. 114.

1. A program for staff desegregation through interracial team teaching in 16 schools used 3 methods.
   a. Workshops for teachers and principals before school opening.
   b. Planning and evaluation sessions during school year.
   c. On job training in daily sessions with resource teachers.
2. Information was disseminated throughout the area.

Results:

1. Comfortable interracial relations developed among teachers on teams.
2. Success of team teaching procedures.

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Chess, S. and others. Social class and child-rearing practices. Paper for A.P.A. Divisional Meeting, 1967. ERIC #ED016722. July, 1968, p. 120.

Topic: Research with a group of 3 year old children with American born middle class parents and a group of 3 year old Puerto Rican children from working class homes.
Results:
1. In response to certain cognitive task performance demands, middle class children were likely to engage in task performance behavior and were more verbal than the lower class children.
2. There were differences in the kinds of verbal characteristics of the two groups.
3. Puerto Rican families do not emphasize task mastery and stress verbalization for social reasons only.

Implication: If lower class disadvantaged children are to achieve in task-oriented middle class society, then knowledge of these behavioral and attitudinal differences must be accounted for and perhaps even eliminated by the schools.

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Clark, E. "Culturally disadvantaged boys' and girls' aspirations to and knowledge of white-collar and professional occupations," Urban Education. Spring, 1965, ERIC #ED 024 697, April, 1969, p. 109.

Purpose: To determine the extent Negro boys and girls in a New York Higher Horizons school to which they differed in their aspirations to white-collar and professional occupations and in their ability to identify these occupations. (165 boys and 139 girls)
Method: They were asked to make a choice between the various occupations and were given 18 plates of the Vocational Apperception Test to find their ability to identify an occupation and its locus of performance. Data were analyzed in relation to high and low academic achievement.
Results: Girls expressed professional or white-collar goals more readily than boys, but appeared less realistic in their aspirations in terms of academic achievement.
Boys - 59% of academically achieving boys did not express a level of aspiration comparable to the girls. This finding questions the impact of schooling, even in a Higher Horizons school--on the aspiration of Negro boys.

* * *

Cockrell, W. & R. Johnson. Standard oral English, tenth grade, instructional guide. Report No. LACS-Pub.-ESEA-3-4. Los Angeles City Schools, Division of Secondary Educatio. ERIC #ED 027 351, July, 1969, p. 117.

Points: This guide (developed with ESEA Title I funds) utlines an oral English program to help Negro students eliminate nontandard pronunciation and usage in their speech. The first part onsists of three lessons to motivate the students, which develop particular

concepts about language. The second and third parts contain pronunciation and usage lessons which deal with one item of linguistic interference and give the student an opportunity to use standard English in a particular situation. Each lesson has three or four follow-up activities, which are designed as 10 or 15 minute activities to be presented following the basic lessons. The guide also contains an outline of the characteristics of Negro dialects, general teaching suggestions, and a brief bibliography.

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Cohen, H. Motivationally oriented designs for an ecology of learning. Paper presented at AERA Symposium on application of Reinforcement Principles to Education, New York, February 17, 1967. ERIC #ED 022 802, February, 1969, p. 114.

1. Educational program for 28 adolescent delinquents at a training school for boys.
2. Individualized programmed instruction and a system of extrinsic learning reinforcements were the basis of the program.
3. Points exchangeable for money were given and the students were to pay for their support or go on relief.
4. Public announcing of success was also used as reinforcement.

Results: Average increase academically was 1.89 grade levels on the Stanford Achievement Test and 2.7 grade levels on the Gates Reading Survey. They also increased in IQ ratings.

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Cohen, S. "Some learning disabilities of socially disadvantaged Puerto Rican and Negro children," Academic Therapy Quarterly. ERIC #ED 022 818, February, 1969, p. 116.

1. From the findings of tests on discovering learning disabilities in Puerto Rican and Negro students, perceptual dysfunction is pointed as a major causal factor in reading problems.
2. It is felt that environmental influences are the likely determinants of perceptual dysfunction.
3. Corrective teaching must be specifically appropriate to lower class rather than middle class pupils.

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Coleman, Alwin B. School-related attitudes and behaviors of parents of achieving adolescents. Ann Arbor: Michigan University, 1966. ERIC #ED 010 607, July, 1967, p. 5.

A comparative study of parents whose sons were successful in high school to determine the attitude among lower-working class parents and upper-middle class parents.

1. Lower-working class parents' behaviors were common to those of upper-middle class parents' in the same community.
2. Lower-working class families, whose sons were successful in school, had family characteristics similar to those of the upper-middle class.

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Commission on Civil Rights. A time to listen, a time to act; voices from the ghettos of the nation's cities. Washington, D.C.: Commission on Civil Rights, November, 1967. ERIC #ED 019331, October, 1968, p. 121.

Testimony before the Commission:

1. Ghetto residents, officials, police, teachers, community and civil rights workers - all from large cities testified.
2. Ghetto residents expressed a sense of frustration, hopelessness, fear, and anger.
3. Government has been ineffective in regulating racial discrimination and exploitation.

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Conners, C.K. & B. Eisenberg. The effect of teacher behavior on verbal intelligence in Operation HeadStart children. Baltimore: Johns Hopkins University. ERIC #ED 010 782, July, 1967, p. 51.

A report of classroom observations taken on four occasions by four different observers which were scored for such content characteristics as amount and kind of communication with the children, stress on obedience or intellectual values, and physical-motor skills. These scores were compared with the children's intellectual growth during the six week program as measured by the Peabody Picture Vocabulary Test.

1. Children were found to respond positively to teachers who concentrated on intellectual activities, but showed little verbal growth in classrooms where the teachers stressed "materials and property."
2. When there were many teacher communications, I.Q. increased, although those communications that were corrections and obedience directives produced a smaller increase.
3. Teachers who were scored as 1, active, varied, and flexible, also contributed to intellectual development.

Results: Suggest that when children are rewarded by a warm teacher response they adopt the teacher's values.

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Conyers, J.E. and others. Black youth in a southern metropolis. Atlanta: Southern Regional Council, 1968. ERIC #ED 018 518, September, 1968, p. 163.

A report on a questionnaire submitted to 688 students from five all-Negro high schools in Atlanta.

Some generalizations made by the students concerning their environment:

1. 34% of the students listed dissatisfaction with neighborhood facilities and services.
2. 7 out of 14 aspects of city life received negative responses from 1/3 or more respondents.
3. More than 25% desired substantial or total change in themselves.

Ambivalence and contradiction in the responses suggest a sense of confusion and transition among Negro youth in Atlanta.

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A cooperative plan for the invention, demonstration, and evaluation of innovative practices among urban, suburban, and rural schools. Rochester, N.Y.: Genesee Valley School Development Association, January, 1967. ERIC #ED 023 741, March, 1969, p. 109.

1. This is a proposal for a regional cooperative educational effort submitted for ESEA funding.
2. Purpose of project: Improvement of education and coordination and communication of innovations throughout the region.
3. One important feature: The development of invention and demonstration units of 16 urban, suburban, and rural schools.
   a. Concerned with intercultural understanding, pupil team learning, team teaching, and independent study.

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Cooper, D. A candy-handy approach to faster learning. Southern Education Report, 1967. ERIC #ED 020 233, November, 1968, p. 128.

1. The education improvement project (EIP) is a 5 year plan for children from infancy to 14 years. It is volurtary.
2. Begins with testing from birth.
   a. Deceleration of growth starts at 18 months.
3. Educational phase begins in nursery school for 2, 3 and 4 year olds.
4. Special techniques:
   a. Based on concrete experience.
   b. Behavior modification.
5. Also makes special efforts to keep students in school and has a "future parents" program for potential teenage dropouts.

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Cramer, M. and others. Social factors in educational achievement and aspiration among Negro adolescents, Volume I. Chapel Hill: North Carolina University, 1966. ERIC #ED 010 837, August, 1967, p. 11.

A study attempting to label the demographic correlatives of educational performance levels in the 11 ex-Confederate southern states to find out whether the same variables predict performance for both Negro and white students. The wide range of possible predictor variables was examined.

1. The best predictors of the level of absolute Negro and white performance were found to be:
   a. Interrace median adult education.
   b. Per-pupil expenditure.
   c. Population per household.
2. Median education, expenditures, and percentage in agriculture ranked high as the predictors of the relative prformance of Negroes.

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Cramer, M. and others. Social factors and educational achievement and aspirations among Negro adolescents, Volum II. Chapel Hill:

North Carolina University, 1966. ERIC #ED 010 838, August, 1967, p. 11.

A study of the educational goals and plans of adolescents in four southern states, with particular attention to Negro youth. Nearly 16,000 boys and girls from 7 counties in Alabama, Mississippi, North Carolina, and Virginia were surveyed by means of a questionnaire. Additional background information was obtained from school records for many students.

1. About 40% of the white sub-sample, but only about 20% of the Negro sub-sample planned to attend college in the year after high school graduation.
2. Less than 10% of the total sample indicated they might enter college at a later date.
3. That part of the sample planning to drop out of high school before graduation included approximately 25% of the Negro boys, 17% of both white boys and the Negro girls, and 14% of the white girls.

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Crandall, V.C. & W. Katovsky. Parental antecedents of one motivational determinant of intellectual achievement behavior, 1967. ERIC #ED 020 223, November, 1968, p. 126.

Purpose: To relate the interaction between parent and child to the child's sense of responsibility for his own actions.
Method: One study tested 42 children from 7 to 12.5 years old; the other tested 40 2nd and 3rd and 4th graders. They were tested on an achievement responsibility scale. Their mothers were rated on affection, protectiveness, and discipline. Fathers were also rated.
Results:

1. Parents with supportive, positive relationships foster beliefs in self-achievement in children more than parents with punitive, rejecting and critical relationships.
2. Father-child interactions influence the child's internal-external control more than mother-child relationships.

* * *

Cuggenhein, F. Self-esteem and achievement expectation for white and Negro children. Curriculum Report. New York Board of Education, N.Y. Bureau of Curriculum Research, May, 1967.

Purpose: To study the relationship between self-esteem, academic expectations, and ethnic group membership in a N.Y. City elementary school.
Method: The subjects were 162 6th grade students who were tested with 2 projective tests and 1 specifically designed achievement test.
Results: There was no racial difference in self-esteem but Negroes had more negative attitudes toward school.

1. The Negroes' level of aspiration dropped after failure.
2. The gap between aspirations and achievement was significantly greater for Negroes than whites.

Author's suggestions:
1. Create positive image of Negroes among white children.
2. Human relations courses for teachers should be research-based and pinpoint reasons for Negroes' negative attitudes.
3. Curriculums should provide successful academic experiences.
4. Guidance programs should clarify the relationship between means and goals.

* * *

Datta, L.E. and others. Sex and scholastic attitude as variables in teachers' ratings of the adjustment and classroom behavior of Negro and other seventh grade students. 1966. ERIC #ED 028 206, August, 1969.

Purpose: To isolate the relationship between sex and scholastic aptitude to teachers' descriptions of the adjustment and classroom behavior of Negro and other seventh grade students.
Procedure:
1. A sample of 153 students was drawn from a northern Virginia sub-urban community.
2. This sample was given the California Mental Maturity I.Q. Test.
Findings:
1. The effect of race tended to be contingent on scholastic aptitude and was clearly not dependent on sex.
2. Teachers' descriptions of higher I.Q. students showed little or no difference for race, i.e., Negro and other.
3. The lower I.Q. Negro student was considered to be maladjusted more likely than other students with lower I.Q.
4. Too, the lower I.Q. was seen as more verbally aggressive and low in task orientation than other children.
5. Boys were described as more maladjusted, more verbally aggressive, more introverted and less task-orientated than girls.

* * *

Davidson, H. and J.W. Greenberg. Traits of school achievers from a deprived background. New York: City University of New York, May, 1967. ERIC #ED 013 849.

Research conducted to determine the cognitive affective motivational and physical characteristics of high achieving students from a deprived environment, including the relationship of the student's sex to his achievement status. Involved were 160 ten year old 5th grade Negro children.
Findings: The self and teacher appraisals correlated most highly with the students' achievement status. High achievers were more stable, self-realizing and cautious in their thinking. They were more successful than the low achiever at those tasks requiring verbal information, conceptual abilities and cognitive skills. Thus, the high achievers surpassed the low achievers in those abilities and skills traditionally emphasized in school. They did not surpass them, however, in linguistic complexity, creativity and curiosity. Organizational skills, formal language and emotional anxiety were some of the problem areas common to both groups. The school must be careful

not to ignore these strengths and weaknesses and should develop cognitive and ego competence in both low and high achievers.

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Davison, U.M. Equality of education opportunity in the north: a review of some pertinent data. September, 1966. ERIC #ED 011140.

Research as per title utilizing data from 12th grade and 6th grade classes by James Coleman. Questions under consideration were:
1. Is there instructional cost differential due to race?
2. What is the proportion of whites in classes comprised of both Negroes and whites?
3. Are there real differences between Negro and white achievements?

Findings:
1. Money spent for the primary and secondary education of Negro children was greater than for white children.
2. The range of expenditures on whites was greater than for Negroes.
3. Negroes were more segregated in elementary schools than in secondary schools.
4. Both Negroes and whites tended to do better in classes with a higher proportion of white students.
5. Nonverbal, verbal, reading, mathematics, self-concept and control of environment variables were highly correlated with achievement.
6. Negroes were behind whites in education despite the fact that the upper ability levels of the two groups were similar.
7. School had a greater effect on younger children than on older.

Recommended: Establishment of pre-schools, bussing and tracking.

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Deering, A.R. Homework helper program, fact sheet. New York City Board of Education, 1968.

Purpose: To get results of homework helper program.
Method: High school and college students are paid $1.50 to $2.00 per hour to tutor elementary and junior high school students. Tutors are supervised by master teachers and attend training sessions twice a month. A 2 week orientation is held before they begin. The students are tutored for 2 hours twice a week.
Results: After 5 months the tutored had a mean improvement in reading of 6.2 months. A control group increased only 3.5 months. Seven month tutors improved 1 year and 7 months over a control group of tutors.

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DeCharms, R. and others. Can motives of low income black children be changed? An interim report. March, 1970. ERIC # 033978.

Purpose: Approximately 400 low-income black sixth grade children underwent a two-step training process to help understand fate control.
Procedures: Following a week of intensive achievement motivation training, nine experimental teachers and a research team cooperatively designed a program to develop in their students the realization that

their behavior in relation to goal attainment is internal to and controllable by themselves. Four training units were designed and implemented in the classroom:

1. My real self.
2. Stories of achievement.
3. Ten spelling games.
4. The origin-manual.

Findings: The training produced highly significant increases in: the use of achievement-words, need for achievement, verbal expressiveness, goal realism, and academic achievement. A control design was used to ensure the validity of the findings.

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Denmark, F.L. and others. Communication patterns in integrated classrooms and pre-integration subject variables as they affect the academic achievement and self-concept of previously segregated children. August, 1967. ERIC #ED016721, July, 1968, p. 120.

Topic: Report of research on one year of integration on 87 lower-class Negro elementary school students in a suburban New York community.

Findings:

1. Although pre-integration variables of concept formation, cognitive style and self-concept did relate to verbal ability scores, their predictive potential varied with grade and sex.
2. Teacher ratings were inversely related to student's self-concept and unrelated to measures of cognitive style and verbal ability.
3. Teachers rated the students lower in verbal skills after integration than they did before, despite the fact that students in grades 3 to 5 were performing much closer to the white mean following integration.
4. Negro friendship choices showed that interracial classroom interaction was positively related to academic achievement, but was inversely related to self-concept possibly because Negro students used interracial interaction to encourage a lower self-image.

* * *

Dentler, R. and others (Eds.) The urban R's. New York: Frederick A. Praeger, 1967.

1. Much of this book is an exploration of the general problems and contains nothing new for our purposes.
2. I wish only to expose a few helpful items contained in this book. On page 198, the mental style of the disadvantaged according to Frank Riessman is summarized as follows:
   a. Oriented to the physical and visual rather than the aural.
   b. Content-centered rather than form-centered.
   c. Externally oriented rather than introspective.
   d. Problem-centered rather than abstract-centered.
   e. Inductive rather than deductive.
   f. Spatial rather than temporal.
   g. Slow, careful, patient, persevering (in areas of importance), rather than quick, clear, facile.

h. Prefers games and action rather than tests.
i. Has an expressive rather than instrumental orientation.
j. Follows pattern of one-track thinking and unorthodox learning rather than "other-directed" flexibility.
k. Uses words in relation to action rather than being word-bound (inventive word power and "hip" language).

3. On the basis of these, Reissman suggests the following for curriculum innovation:
   a. Adapt the Montessori methods, which have a strong sensory-motor orientation.
   b. Segregate sexes in early grades, since boys are more antagonistic and their work is poorer.
   c. Teacher-sponsors: each child sees another teacher for ½ hour per week--to talk as a friend.
   d. Role-playing as central method of instruction.
   e. Competition, e.g., spelling bees, contests, etc.
   f. Special summer session program especially for those most in need.
   g. Reading materials using "hip" language as a transitional technique for motivation and stimulation.
   h. Paper textbooks to own and can mark up.
   i. Experiment with the new British phoenic augmented Roman alphabet.
   j. Films appropriate for low income groups and for preparing teachers.
   k. Train guidance workers and teachers in special methods of "learning analysis."

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Department of Health, Education, and Welfare. White-Non-White differentials in health, education, and welfare. Washington, D.C., 1965. ERIC #ED 015 993, June, 1968, p. 188.

1. Non-white equal 12% of population (92% of these are Negroes).
2. Birth rates:
   a. Non-whites higher - especially among less educated.
   b. Relation between education (reverse) and births with both races.
3. Life expectancy:
   a. Gap narrowed to 10% between races.
   b. Differences between races in maternal and infant deaths are the same (may be due to No. 4 below).
4. Medical services:
   a. Among non-whites is lower.
   b. Possibly due to family income.
5. Education:
   a. Non-whites -- lower grade levels.
   b. Non-whites -- lower achievement.
   c. Non-whites -- higher drop-outs.
   d. Negroes only 5.7% of those in higher education.
6. Income:
   a. Three times as many non-whites make less than $3,000 a year.
   b. Housing -- twice as bad.

* * *

Detroit Public Schools. Evaluation of the Program Events Facet of the Cultural Enrichment Pro-Evaluation (ESEA, Title I), Detroit, Michigan, October, 1966. ERIC #ED 024 729, April, 1969, p. 113.

1. A Cultural Enrichment Program reached 100,000 public and parochial disadvantaged school children. They had 50 different program events.
2. All but 3 projects were rated high by the teachers.
3. More secondary public school students attended.
4. Costs were high for the 3 highest rated programs.
5. It is noted that an artist who comes from the same milieu as the audience can be more effective than one from a different social or ethnic class.

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Dienstfrey, H. "Outside the expected." The Urban Review, September, 1968, p.p. 26-27. ERIC #ED 023 775, March, 1969, p. 114.

In examining the findings of "Pygmalion in the Classroom," an experimental study of the positive effects of favorable teacher expectations on the intellectual development of disadvantaged elementary students, this review speculates on why both the experimental and control groups made gains.

1. Due to impact and influence of the experimental group on the control group in the rooms and individual determination of students.
   a. Not all experimental students made IQ gains -- some control students matched the top IQ's of experimentals.

* * *

District of Columbia Public Schools. Development: First year evolution of the model school division. Washington, D.C., 1965-1966. ERIC #ED 024 725, April, 1969, p. 113.

1. Described is an experimental educational project.
2. The efforts include curriculum innovations, a pre-school program, a teacher aide program, and a 2 six-week summer institute combining inservice training of teachers with pupil enrichment.
3. Also discussed are structural changes of schools, school-community programs and evaluation.

* * *

Dooley, B.J. A comparison of inductive and deductive materials for teaching ecomomic concepts to culturally disadvantaged children. Athens: Georgia University Research and Development Center in Educational Stimulation, February, 1968.

Problem: To compare deductive and inductive methods in learning economic concepts.

Method:

1. 484 disadvantaged students were assigned on a randomly stratified basis to classes taught by one or other method.
2. Data on race, sex, socioeconomic status, intelligence, teacher

competency, and the economics unit by pretesting and post-testing was gathered.
3. This data was statistically analyzed.

Results: The inductive method was consistently more effective than the deductive with all the disadvantaged students.

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Educational Attainment - Population Characteristics as of March, 1967. Bureau of the Census (Department of Commerce, Suitland, Md.), February, 1968. ERIC #ED 020 243.

Reference source of tables and figures comparing educational attainment data by age, race, sex and residence in non-metropolitan, metropolitan, and in and outside central cities.

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Entwisle, D. Developmental sociolinguistics -- inner city children. Baltimore: Johns Hopkins University, May, 1967. ERIC #ED 011 611, November, 1967, p. 12.

Purpose: To determine what impact extreme socioeconomic status differences have on language development.
Method: 541 children were tested on word associations (Baltimore schools). The questionnings were replicated 4 times with different combinations of like or unlike racial questioners.
Results:
1. 1st grade whites were more advanced than suburban whites (same IQ).
2. Negro slum children not as advanced as white slum children (are as mature as suburban whites).
3. After 8 years of age and over, slum whites lag behind suburban whites.
4. More mature responses when responding to interviewer of different race.

Inferences: Degree of urbanization may affect verbal development.

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Entwisle, D. Subcultural differences in children's language development. Baltimore: Johns Hopkins University, May, 1967. ERIC #ED 011 612, November, 1967, p. 13.

Purpose: The relation of residential area, social class, or subcultural group membership to linguistic development.
Method: Groups categorized according to IQ, sex, and grade. A list of 96 words were responded to in private interviews.
Results:
1. Little difference between suburban and blue collar children.
2. Rural are slower than suburban children.
3. Amish even slower than rural children.
4. White slum are ahead of suburban children at 1st grade but slip back at 3rd grade.
5. Negro slum children behind white slum children. At 1st grade on a par with suburban whites.

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Fang, Marcus C.S. Effect of incentive and complexity on performance of students from two social class backgrounds on a concept identification task. Madison: Wisconsin University, 1966. ERIC #ED 010 512, June, 1967, p. 5.

A research investigation on 180 junior high school students from both high and low socioeconomic status (SES) levels to identify the effects of incentive, social class, and task complexity on performance in a concept identification task. Concept identification problems at three levels of complexity (1, 2, or 3 bits of relevant information) under three incentive conditions (monetary incentive, symbolic incentive, or no incentive control).

1. High SES subjects performed significantly better than low SES subjects.
2. Performance decreased as task complexity increased from one to two bits of relevant information, but no further performance decrease was observed when complexity was increased from two to three bits of relevant information.
3. There was no difference in the number of correct responses among the three incentive groups.
4. No relationship was found between SES and the nature of the incentive used.

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Fein, R. An economic and social profile of the Negro American. Boston: American Academy of Arts and Sciences, 1965. ERIC #ED 013 838.

Research utilizing the time lag statistical method which compares the relative speed of movement of Negroes and whites to reach the same level on a number of indices.
Results: Negroes' lag and life expectancy, rate of births in hospitals, infant mortality, health conditions and educational attainment and employment possibilities. Negro unemployment possibilities fluctuate between depression and great depressions, whereas white rates vary between prosperity and recession. Negroes also are employed for longer periods and when working are more likely to have part-time jobs. Income patterns show that Negroes are three times more likely to be poor than whites. Housing conditions also show the time lag in both overcrowding and the extent of substandard units although Negroes face different economic and social conditions than previous minority groups have had to confront. They could achieve opportunities of all kinds which would narrow the gap between the Negro and white groups if there were no discrimination. The most probitious time for improvement is during a period of flourishing economy. An increased opportunity might include preferential treatment in education and employment practices provided that preference for some does not mean retrogression for others.

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Fennessey, J. An exploratory study of non-English speaking homes and academic performance. Baltimore: Johns Hopkins University, May, 1967. ERIC #ED 011 613, November, 1967, p. 13.

Purpose: To determine the relationship between language spoken in home and other aspects of ethnic background. What are the differences at several grade levels in vocabulary test scores of Puerto Rican children from contrasting home-language backgrounds.
Method: Reanalysis of previous USOE survey.
Tenative Results:
1. Language patterns not linked attributes of the ethnic background.
2. Little differences in test scores between English-Spanish homes and English only children. (Except 1st grade.)

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Fisher, S. Two tests of perceptual-motor function -- the Draw-a-Person and the Bender-Gestalt. A paper prepared for presentation at the SRCD Meeting in New York, 1967. ERIC #ED 018 468, September 1968, p. 153.

A research in which the Bender-Gestalt tests were administered to a group of siblings participating in a study of learning disability. The siblings were divided into four groups of subjects: Educationally handicapped (EH), successful academic purposes (SA) controls, educationally handicapped siblings (EHS), and successful academic siblings (SAS) controls.
1. Both scales showed an appreciable difference between the EH and SA children.
2. The EHS and SAS groups scored in patterns close to that of the related siblings.
3. The problem of the EH groups does not lie in an inability to see correctly. However, some of their problems could be solved by discrimination training.

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Forrester, J. "Pilot breakfast program established," Florida School, June, 1968. ERIC #ED 024 721, April, 1969, p. 112.

A federally funded school breakfast program--offers a nutritious meal to 1800 pupils per day.
Comments: They note improvements in pupil attendance, disposition, and learning.

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Fort, J.G. and others. "Cultural background and learning in young children," Phi Delta Kappan, 1969, p.p. 386-388.

Problem: How do early family experiences influence the child's subsequent learning ability?
Method: 320 first graders were tested in 4 areas--verbal, reasoning, numerical, and space conceptualization. The children were from lower-class and middle-class homes of Chinese, Jewish, Negro, and Puerto Rican origin.
Results: Middle-class children are better able to perform all tasks. Different ethnic groups show different constellations of abilities as well as different levels of performance for various tasks. Middle-class children from different ethnic groups perform more like each

other than lower-class children.
Discussion: Origins of differences are in 2 areas:
1. Different occupational and social roles in American culture.
2. Varying styles of child rearing according to ethnic and cultural groupings.

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Fortenbury, W.D. Effectiveness of a special program for development of word recognition by culturally disadvantaged first grade pupils. Final Report. University of Southern Mississippi, 1968. ERIC #ED 027 368, July, 1969, p. 118.

Purpose: To determine the effectiveness of visual perceptual training on word recognition and reading achievement of disadvantaged first grade pupils.
Procedure:
1. The experimental group received the Frostig Program for the Development of Visual Perception in addition to the regular readiness program for a period of 12 weeks.
2. The control groups received the readiness program as outlined in the Teacher's Manual of the basal series.
3. Testing was done at the end of 12, 18, and 24 weeks using the Gates Primary Reading Tests to measure word recognition and reading achievement.

Findings:
1. Analysis of variance treatment indicated that both groups showed significant gains on both total reading and word recognition scores at the end of 24 weeks.
2. Interpretation of results of the study question the use of the Frostig material with disadvantaged children.

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Fowler, W.L. Educating the culturally disadvantaged - a maturing approach. ERIC #ED 020 255, November, 1968, p. 131.

1. Many studies in 20's and 30's indicated that Negroes were less intelligent than Caucasians and thus teachers demanded little of Negroes.
2. Since then studies have emphasized the influence of environment and early experiences upon cognitive development.
3. Some programs just for disadvantaged today, reflect the current belief that pupil academic performance may be enhanced through educational intervention.

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Fox, D.J. and others. Services to children in open enrollment receiving schools: Elementary schools, intermediate and junior high schools, and academic high schools. Evaluation of ESEA Title I Projects in Brooklyn, New York, 1967-68.

Purpose: The fundamental objective was to improve the participating elementary, secondary, and high school children's basic academic skills and attitudes toward education through the provision of

additional personnel and services in the "receiving" schools. This New York City school district educational project dealt with a projected 13,605 children who changed schools under the Free Choice Open Enrollment program. The program allows parents to transfer their children from predominately Negro-Puerto Rican schools to schools with better educational facilities and a more varied ethnic population. Findings: Participating children and parents acquired and sustained positive attitudes regarding integration and education. There was also some indication of progress towards normal levels of achievement in reading.

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Garcia, I. & J. Manzanares. New Mexico State Evaluation Report for Fiscal Year 1967 for Public Law 89-750 Projects for Neglected and Delinquent Programs. Santa Fe: New Mexico State Department of Education, 1967, 41. ERIC #ED 022 815.

Most pressing educational needs:

1. Inadequate language arts skills (p. 4).
2. Inadequate library service.
3. Inadequate guidance services.
4. Food-health services.
5. Physical education and/or recreation.

Might be used as reference material for those developing programs for disadvantaged.

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Gewirtz, Marvin H., and others. Teaching the disadvantaged -- summer institute for professional training of teachers, supervisors and administrators. New York: Center for Urban Education, 1966. ERIC #ED 011 018, August, 1967, p. 57.

An evaluation by teachers, supervisors, and administrators who work with disadvantaged children of a summer institute. The results showed:

1. No measurable change in the participants' optimism or sensitivity about the educability of the disadvantaged child or in a readiness to use non-traditional teaching approaches, but by the end of the course the participants felt better prepared to teach the students.
2. The institute staff felt that knowledge of sociological and conceptual theories should have been the primary objective of the course, while the participants were more concerned with the practical knowledge relevant to the situation.

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Giddings, M.G. "Factors related to achievement in junior high school science in disadvantaged areas of New York City," Journal of Research in Science Teaching, 1966. ERIC #ED 010 992, August, 1967, p. 51.

A research study to identify factors associated with achievement in science by disadvantaged junior high school students. Students

with I.Q. scores of 97 or higher were classified as either successful or unsuccessful on the basis of scores from a general science test. Data was gathered from student information sheets, interviews with parents, and student cumulative records in relation to socioeconomic background differences between two groups.

1. Unsuccessful science students were usually members of large families, but the parents of the students in the two groups did not differ significantly in educational background or socio-economical background.
2. Unsuccessful students were not provided with as much reading materials and living space conducive to study as successful students.

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Gitter, A. & H. Black. Perception of emotion: Differences in race and sex of perceiver and expressor. December, 1969. ERIC #ED 031 532, March, 1968, p. 22.

Purpose: This study investigated the patterns of (1) correctly perceived emotions, and (2) erroneously perceived emotions, i.e., those which are in fact perceived, when they are not expressed. It also related perception of emotion to (1) race of perceiver and expressor, and (2) sex of perceiver and expressor.
Findings: Employing a 2x2x2 factorial design the findings of the experimental design indicated that race of perceiver was found significant as were the patterns of both correctly and erroneously perceived emotions. Negroes were superior both in terms of overall accuracy scores as well as correct scores for the individual emotions.

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Goldberg, M. and others. The effects of mobility grouping. December, 1969. ERIC #031 536, 1966, p. 254.

Purpose: This experimental study examined the effects of ability grouping on academic achievement of students. More than 2000 fifth and sixth grade public school students in New York City provided the data. The data was collected over a two year period.
Findings: It was found that ability grouping per se had no significant effect on academic achievement.

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Green, R.L. Intellectual development among economically and educationally disadvantaged youth. Paper presented at the Detroit School Administrators Workshop, East Lansing, Michigan, August 1966. ERIC #ED 015955, June, 1968, p. 128.

1. Research indicates that school and home environments strongly influence intellectual development.
   a. Some heredity limitations.
   b. Environments lack stimuli for disadvantaged.
   c. Bad schools cause actual declines.
   d. This is true for black and white.
2. There is a significant increase in a student's measured intelligence.

3. Schools must be responsible for stimulation.
   a. Teacher training.
   b. Dynamic administrators.
      (1) Eliminate all segregation.

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Hamacheck, D.E. Characteristics of low-achieving, low self-concept junior high school students and the impact of small group and individual counseling on self-concept enhancement and achievement. ERIC Document Reproduction Center. ERIC #ED 017549, August, 1968, p. 137.

Purpose: To explore ways to counteract parental influences that impair achievement.
Method:
1. 25 students were chosen as an experimental group and 25 as a control group.
2. Experimental group received counseling.

Results: The experimental group had lower self-concepts and grades and felt teachers thought less of them.
Author's Suggestions: This study suggests that the counseling placed more pressure on the students and added to the detrimental effects of parent disapproval.

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Handbook of Demographic Information. O.E.O., Washington, D.C. October, 1967. ERIC #ED 017 585.

Contains socioeconomic data for each of the 50 states and various groupings of the states. Information presented uniformly about population, income, employment, and education. Reference use only.

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Hannah, J. and others. Racial isolation in the public schools, summary of a report. Commission on Civil Rights, Washington, D.C. ERIC #ED 015 970, June, 1968, p. 132.

1. The U.S. Commission on Human Rights found concerning racial isolation in public schools the following:
   a. 75% Negro children are enrolled in schools over 90% Negro.
   b. This is caused by:
      (1) Segregated housing.
      (2) Nearly all white private and parochial school enrollment.
      (3) Discriminatory educational policies.
2. Studies show that the social class and racial composition of schools influences achievement and aspirations.
   a. Compensatory programs are ineffective.
3. It is strongly recommended that racial balance be established by educational parks, fair housing and other government programs and funds.

* * *

Hansen, C. "The scholastic performances of Negro and white pupils in the integrated public school of the District of Columbia," The Journal of Educational Sociology, 1963. ERIC #ED 019319, October, 1968, p. 119.

Hypotheses:
1. Both Negro and white students enjoy superior education under integration.
2. Negro pupils perform better than when segregated.
3. Whites maintained consistent level of academic performance.

Statistical data is presented that supports these.

* * *

Harlem Parents Committee. The education of minority group children in the New York City public schools, 1965. New York: The Harlem Parents Committee. ERIC #ED 010 784, July, 1967, p.51.

A review by the Harlem Parents Committee of a report of the Board of Education Commission on School Integration in New York City.

Some organizational and curriculum programs which have been successful are special service schools, all-day neighborhood schools, and "more effective schools."

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Harootunian, B. Self-other relationships of segregated and desegregated ninth graders. Paper presented at annual meeting of American Educational Research Association, Chicago. February, 1968. ERIC #ED 023 765, March, 1969, p. 113.

1. Self-concept was studied in 3 groups of adolescents - desegregated Negroes, segregated Negroes, and whites.
2. a. A proportional sample consisted of 9th grade students in a rural county in Delaware.
   b. A composite score was used of 8 self social symbol tasks: esteem, dependency, individualization, centrality, complexity, grouping, identification, and power.

Results: Identification appears to be the factor yielding the most significant differences.
1. Segregated Negroes tend to identify most with significant others. Whites identify least.
2. It is speculated that segregated Negroes' identification patterns reflect a need for social approval.

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Harootunian, B. & R. Morse. Characteristics of Negro and white high school students prior to desegregation: A study of Negro students' freedom of choice. Newark: Delaware University, September, 1968. ERIC #ED 024 745, April, 1969, p. 114.

A series of instruments to elicit cognitive and noncognitive constructs were administered to 3 groups of 9th graders: segregated Negroes, desegregated Negroes, and whites.
1. The tests included measures of ideational fluency, word fluency,

problem recognition, judgment, self-other relationships, test anxiety, study habits and attitudes, self-concept of academic ability and socioeconomic status, and other variables.
2. Negroes had chosen their schools under a freedom of choice plan.

Results: Segregated Negroes showed the lowest performance on cognitive tests and the least positive personality characteristics. Desegregated Negroes scored more like whites who were highest.
Conclusion: Freedom of choice plans tend to isolate further those Negroes already isolated.

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Harris, C. "Springboards, texts the students steal," Southern Education Report, 1967. ERIC #ED 020 969, February, 1968, p. 95.

1. Premise: Ghetto youth are nonreaders because most reading materials are uninspired, middle-class, and antiseptic.
2. High interest booklets designed to interest disadvantaged male dropouts consisting of stories about job situations, urban problems, sports, and Negro leaders interwoven with academic subject matter were shown to increase reading by disadvantaged significantly in a controlled classroom experiment.

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Hartford SADC Project IIB. Intensive language instruction, experimental development and guidance report evaluation 1965-66. ERIC #ED 023 720, March, 1969, p. 107.

1. Two third and ninth grade experimental centers to develop language competence and academic motivation in disadvantaged of Hartford were described.
2. Six staff members provided intensive small group instruction aimed at inner city problems with emphasis on reading, language skill, adjustment problems, and cultural opportunities.

Results: No significant change in IQ's for first year. There was significant improvement in reading scores, writing skills, and general achievement test scores. No significant changes in school attitudes or in attendance patterns. The inclusion of cultural activities was a successful innovation.

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Henderson, Ronald A. Environmental stimulation and intellectual development of Mexican-American children -- an exploratory project. Tuscon: Arizona University, 1966. ERIC #ED 010 587, June, 1967, p. 26.

Research study of the relationship between specific environmental (sub-cultural) factors and the development of intellectual abilities of Mexican-Americans consisting of a sample of 80 first graders and their families. The subjects were assigned to a high-potential or a low-potential group based upon composite scores obtained on the Van Alstyne Picture Vocabulary Test and the Goodenough-Harris Drawing Test. Interviews were then conducted with the mothers of the subjects. An index of status characteristics was computed for each family and

environmental readings of family life were obtained.

1. The children in the high-potential group were found to come from backgrounds that offered a greater variety of stimulating experiences than were available to most children in the low-potential group.
2. High-potential children scored significantly higher on vocabulary tests in both English and Spanish.

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Henderson State College. Report of inservice institute for selected professional personnel of three school districts: El Dorado, Smoekorer, and Sparkman concerning problems of school desegregation. Henderson State College, Arkadelphia, Arkansas, May, 1968. ERIC #ED 024 736, April, 1969, p. 113.

Purpose: To change the attitudes of administrators, school board members, community leaders, counselors, and teachers for dealing with problems of desegregation.

Phases:

1. Series of lectures and seminars.
2. Three week study of background of plans and programs.
3. Follow up period in participants' schools.

Results: Both evidence of observers and the judgments of participants subscribe to the effectiveness of the program.

* * *

Herzog, E. "Unmarried Mothers: Some Questions to be Answered and Some Answers to be Questioned," Child Welfare. October, 1962.

1. This article discusses trends and factors associated with out-of-wedlock births.
2. Points:
   a. Rate of increase, especially among teenagers.
   b. Ethnic, social, and psychological characteristics of these mothers.
3. Author's suggestions:
   a. The increase is substantial but not alarming.
   b. This is related to racial and socioeconomic factors but socio-economic are more significant.

Comments: This article may be valuable in determining school policies with disadvantaged girls.

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Hess, R.D. & V.C. Shipman. Maternal attitude toward the school and the role of the pupil, some social comparisons. A paper prepared for the Fifth Work Conference on Curriculum and Teaching in Depressed Urban Areas. Columbia University Teachers College, 1966. ERIC #ED 018 472, September, 1968, p. 154.

A research study on how maternal attitude influences the child's school behavior and his ability to deal with adults and perform cognitive tasks. The study was made up of 1,963 Negro mothers of four year old children who were classified into three categories (upper-

lower,middle-lower, and lower-lower receiving public assistance). The mothers were asked to teach the child three simple tasks which she had been taught.

1. The mothers in three lower class groups influenced the child's attitudes toward school by stressing that he behave and listen to the teacher, thus, the child regards school as an authoritarian institution rather than a place for learning.
2. Mothers in the two lowest class groups expressed feelings of powerlessness in relation to the school system and their child's behavior, which tended to inhibit the child's initiatory behavior in a testing situation, his quickness of response, and his social confidence with an adult examiner.

* * *

Hicks, L. An experiment in school-community relations. Charleston: West Virginia State Commission on Mental Retardation, August, 1967. ERIC #ED 023 726, March, 1969, p. 107.

Family community aides were used in disadvantaged East St. Louis, Illinois schools to bridge the gap between school and home.

1. Indigenous non-professional aides.
2. Sixteen weeks of training to perform auxiliary service and act as liaison personnel between school and community.
   a. Home visits and surveys - provided parents with information about schools and social agency services.
3. Mass media also informed parents of what the schools were doing.

Results: Aides established good rapport with teachers and community but unable to change the negative parent attitudes about student-teacher relationships and quality of the schools. The aides showed no change in their attitudes in the above.

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Hill, K.T. & J.B. Dusek. Children's level of aspiration as a function of test anxiety, success versus failure experiences and praise versus nonresponsiveness from adults. December, 1969. ERIC #ED 031 525, March 31, 1967, p. 9.

Purpose: The study investigated the effects of test anxiety, success-fail experiences, and social reinforcement on the aspiration level of third and fourth grade subjects in a suburban school system. Data were sought on whether high test anxiety (HTA) children would have lower aspiration levels than low test anxiety (LTA) children. Another purpose was to ascertain whether there were correlations between anxiety and academic performance and test anxiety and achievement motivation.

Findings: Major findings show that --

1. Success in pretraining raised students' initial aspiration level slightly and failure substantially lowered it.
2. Aspiration level increased sharply following social reinforcement but remained stable under non-reinforcement.
3. Girls showed a higher overall increase in level of aspiration than boys.

* * *

Hirsch, J. & J. Costello. Competence and elementary school achievement: case studies in an urban ghetto. Report to the Institute for Juvenile Research, Chicago, 1967. ERIC #ED 023 744, 3, March, 1969, p. 110.

This paper has conclusions from a clinical study of a group of 5th grade achievers and underachievers from a lower class, urban, Negro public school.

Results:

1. The major factors distinguishing the groups were those in the area of a quality of interpersonal relationships, clarity of self-definition, and positive self-evaluation.
2. The heterogeneity of this group suggests the need for greater definition of the various aspects (greater precision) of social disadvantage as they relate to the development of personality. Greater distinctions are needed for poverty programs, etc.

* * *

Hodell, L. A case history in the treatment of academic failure: some suggestions for professionals in work/training programs for the disadvantaged. New York: Mobilization for Youth, Incorporated, May, 1968. ERIC #ED 023 755, March, 1969, p. 111.

1. Here is a case history of a Puerto Rican dropout (16 years old) to illustrate the visual perception difficulties. He failed because he didn't have the basic skills.
2. Remedial work failed because the deep-seated perceptual difficulties were not recognized.
   a. Lack of communication between the academic and work training programs of Mobilization for Youth also hampered progress.
3. This case points out the need for early identification of perceptual handicaps with referrals to specialists for diagnosis and treatment. Appropriate programs for treatment must be developed.

* * *

Hymowitz, L. "Discovery in the urban sprawl," The Clearing House, March, 1966. ERIC #ED 011 896, November, 1967, p. 88.

1. A cultural enrichment project in a disadvantaged Philadelphia high school.
2. Points toward certificate were given for attendance at cultural events.
3. Made part of academic program and assemblies.
4. Also were enrichment in financial planning projects.

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Iano, R.T. & G.O. Johnson. Attitudes of parents of high and low social class levels toward their educable, mentally handicapped children. Syracuse: Syracuse University Research Institute, 1966. ERIC #ED 010 549, June, 1967, p. 15.

A research study to determine if a relationship existed between parent's attitude and social class status. The sample consisted of 212 parents of 106 educable mentally retarded (EMR) children, 9-14 years of age. Families were ranked high to low on a five position social class scale. Interviews were conducted in the parents' homes using instruments designed to test (1) attitudes, reactions, and feelings of parents toward their retarded child, and (2) parents' estimates of their retarded child's abilities.

1. Parents in lower social classes expressed positive attitudes and high estimates about their child more often than did parents in higher social classes.
2. Parents expressed higher estimates about their child's social and independence abilities than they did about their child's intellectual abilities.
3. The parents in the study sample did not seem to be as negative in their attitudes toward their retarded children as parents were reported to be in available literature.

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Ingalls, L. The Indianapolis center: report on teacher preparation program for Indianapolis pre-school centers. The Teachers College Journal, 47-48, October, 1965. ERIC #ED 022 827, February, 1969, p. 115.

1. A training institute for teachers is described.
2. Trainees spent the mornings in field work in pre-school centers and afternoons with instructor in discussion groups.
3. Various consultants addressed the group.
4. School community workers contacted relevant agencies who could recommend pre-school students.
5. An atmosphere of mutual cooperation and communication was encouraged and group dynamics were utilized.

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Karnes, M. and others. Culturally disadvantaged children of higher potential, intellectual functioning and educational implications. Champaign Community Unit 4 School District, Illinois. ERIC #ED 018 505, 1965.

Research study of 203 students from six elementary schools in a disadvantaged school district who scored in the top 20% of this population.

Findings:

1. Cultural influences may have as significant effect on the intellectual functioning of culturally disadvantaged children of higher intellectual potential as well as the culturally disadvantaged as a total group.
2. Even though all these were from low socioeconomic background, there was a direct relationship between scores on the measures of intelligence and socioeconomic status.
3. No difference in performance and verbal scale scores on WISC.
4. Contrary to other students, the I.Q. scores remained the same or increased with chronological age. Increases with age were noted

in Vocabulary and Picture Arrangement areas which it is believed reflects the effects of schooling.
5. Although there was some confounding with socioeconomic status, Negroid children attained lower scores on measures of intellectual ability than did Caucasian children.

Implications: A summary of the implications derived from the major findings of this study are organized into five general areas: Intellectual Abilities, Creativity, Psycholinguistic Abilities, Academic Attainment, and Social and Emotional Factors.

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Katz, I. Desegregation or integration in public schools, the policy implications of research. Commission on Civil Rights, Washington, D.C., 1967. ERIC #ED 015 974, June, 1968, p. 113.

1. Federal reports on Negro achievement in biracial schools suggest:
   a. Best achievement in white majority schools.
   b. Racial contact is an important variable.
2. Psychological research points to 3 factors that may be detrimental:
   a. Social threat may be in newly integrated classes.
   b. Also a low expectancy of success.
   c. And a failure threat with socially punitive meaning.
3. Desegregated schools are shown to correct these problems (by experiments).
4. Teacher behavior affects Negro children more than white pupils.
   a. They must be trained to understand the emotional needs of their students.

* * *

Keach, E. and others (Eds.). Education and Social Crisis. New York: John Wiley and Sons, 1967.

1. This book is a collection of readings that deal with the total problem of the effect of cultural deprivation on education and show education should respond.
2. Many of the suggestions are repetitions of materials from other sources but some few suggestions may be helpful. I have selected some of these from various chapters and include them below.
   In chapter 41 the following skills are encouraged for teachers, particularly social studies teachers to develop their students:
   a. Skill in analyzing their subject to identify its basic concepts.
   b. Skill in selecting materials that meet the needs of their pupils at their levels.
   c. Skill in individualizing instruction.
   d. Skill in illuminating the problems of human relations.
   In chapter 40 the following suggestions may be helpful as to language and reading.
   a. We must recognize the children's language for what it is--different--without moralizing, without judgment, without ascribing it to a lower class.
   b. Investigate noise levels and intelligibility. Do we want it too quiet for comfort. Maybe more priority would help.

c. Arrange printed materials centered about the realities our students know.
d. Psycho- and sociodrama are effective.
e. Emphasize phonic generalizations in oral-aural work.
f. Seat children heterogeneously to audit each other.
g. No limit to how far we can go but there is a limit on how fast.

In chapter 39, we find the following:

a. Pupils must be treated on an individual basis.
b. Give some success-experience each day.
c. Stop hard tests to find out what they don't know.
d. Plan curriculum with students.
e. Attitude of teachers is of supreme importance.

* * *

Kenning, J.B. & H.W. Gentry. A comparison of the organizational climate of Negro and white elementary schools with concomitant implications for school administrators. ERIC #ED 010 901, August, 1967, p. 26.

A study to determine faculty perception of school organizational climate in a predominantly segregated school system in a southeastern urban school district.

1. Both Negro and white faculties tend to view their schools as paternalistic, but Negro faculties view their schools as more closed.

* * *

Kirst, M. What types of compensatory education programs are effective. Commission on Civil Rights, Washington, D.C., 1967. ERIC #ED 015 982, June, 1968, p. 135.

1. Data on lasting effectiveness of compensatory programs are ambiguous.
2. Programs should include:
   a. Curriculum adaptation to individual needs and environmental realities.
   b. Inservice teacher training (on attitudes).
   c. Care of health, welfare, and food needs.
   d. Parent involvement.
3. Various studies show:
   a. Teacher attitudes and expectancy of success are important variables.
   b. Effective individualized instruction - reading teams - tutors - homework helpers - cause gains.
   c. Good gain when infant tutoring started at 14 months.

* * *

Klausmeier, H. & M. Quilling. An alternative to self-contained, age-graded classes. Madison, Wisc.: Wisconsin University, 1967. ERIC #ED 016 010, June, 1968, p. 141.

1. Description of research and instruction (R/1) units - organized in elementary schools in 5 Wisconsin cities.

2. Each unit (R/1) is composed of a leader (teacher specialist), certified teachers, non-certified aides, and students (number varies).
3. The instructional decision-making committee made up of the principal and unit leaders is very important.
4. Results:
   a. When scores compared with control schools, the R/1 children had greater gains in spelling, language, vocabulary and arithmetic.
   b. In one disadvantaged R/1 school, greater than expected gains were had on Stanford Achievement Test scores.
      (1) May narrow gap for disadvantaged.

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Kornacker, M. How urban high school teachers view their jobs. ERIC #ED 010 262, March, 1967, p. 6.

A study of role orientations among teachers of different ethnic and socio-cultural backgrounds. The sample consisted of 106 secondary teachers, identified as members of one of six ethnic groups (Irish, Polish, Italian, Negro, Jewish, or other). Areas in which role orientations were assumed to vary were designated in three dimensions -- 1) teaching motives, 2) teaching standards, and 3) teaching performance.

1. Teachers from highly urbanized ethnic groups emphasized competence and intellectual skills.
2. Teachers from groups not yet in the mainstream of American life emphasized the need to develop the individual student.
3. Ethnicity was found to be a pervasive factor in determining the attitudes with which teachers approach their role.

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Leeson, J. "High priority for low levels." Children and their primary schools, Report III. Southern Education Report, 1967. ERIC #ED 020 234, November, 1968, p. 128.

These are conclusions of the Plowden Report, a study of government supported schools in England.
Concluded: Family and home environment are the most significant factors affecting school achievement. No correlation with class size.
Recommendations:
1. Compensatory education.
2. Smaller classes.
3. Improved facilities for the disadvantaged.

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Levine, D. and others. Report of the Westside Workshop on Teacher Training and curriculum adaptation in the inner city; An institute to help teachers develop and adapt instructional material..., February, 1966-1967. Kansas City: Missouri University, October, 1967. ERIC #ED 024 734, April, 1969, p. 113.

Purpose:
1. To help teachers prepare consumable instructional materials for students in desegregated elementary or junior high school in a low income neighborhood.
2. To encourage use of materials, duplicating and audiovisual equipment.
3. To give undergraduate majors preservice experience.

The project stimulated new instructional practices but did not cause continuing change in teacher techniques. Since teachers were reluctant to deal with problems of intergroup relations and student self-concept, the student's performance did not measurably improve.

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Liddle, G. and others. Improving the education of the disadvantaged in an elementary setting. National Institute of Mental Health, August, 1966. ERIC #ED 023 714, March, 1969, p. 106.

1. An action research program in 4 elementary schools in Quincy, Illinois.
2. Centered on parent involvement and enrichment during and after school as well as in the summer.
   a. For example - field trips, developing listening skills, puppetry, and science and language classes.
   b. Other features, library program, films, magazines for class and home, and art enrichment. An after-school garden project was initiated and cultural activities were provided.
3. Parents had home visits by family workers and teachers, the PTA, and a newsletter.
4. Various community resources were also used.
5. Improvement both in intelligence and achievement scores and in self-concept were found.

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Lingstrom, D. "Education needs of rural youth." Journal of Cooperative Extension, Spring, 1965. ERIC #ED 011 785, November, 1967, p. 59.

1. The educational opportunities of rural youth.
   a. Most do not intend to go to college.
   b. Do not score as well on aptitude and achievement tests as do college bound students.
   c. 80% do not feel they are prepared for employment after high school.
2. Suggestion by author: an extension education program to train for employment.

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Lopez, L. Principles and programs of compensatory education. Sacramento: California State Department of Education, 1966. ERIC #ED 012 060, December, 1967, p. 35.

Purpose: To uncover methods of encouraging disadvantaged children to remain in school.
Method: The subjects were 16,000 disadvantaged students from 24 school districts.

The compensatory program develops the child by:
1. Demonstrating a close relationship between classroom and life.
2. Providing remedial and enrichment experiences.
3. Arousing aspirations for positive goals.

Approaches: Small classes, remedial instruction, close teacher-parent cooperation, flexible class arrangements, staff orientation, pre-school and parent education, language skills emphasized, tutorial instruction and extra library facilities.
Results: None reported.

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Mahan, T.W. Project Concern - A case study in urban-suburban cooperation. A position paper of the Hartford Public Schools, March, 1967. ERIC #ED 017 572, August, 1968, p. 142.

1. It is felt that the trend toward cumulative deficit shown by disadvantaged children might be reversed by creating a dissonance within the student's self-perceptions which would permit the reinforcement of positive behaviors.
2. To demonstrate this, 250 inner-city pupils from kindergarten to 5th grade are being bussed to the suburbs. 242 are also receiving supportive services - 43 are not.
   a. Supportive services are: remedial help, school-home liaison and positive adult identification figures.
3. There are no results as yet tabulated.

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Malpass, L.F. and others. Programmed reading instruction for culturally deprived slow learners. Tampa, Fla.: McDonald Training Center Foundation, August, 1966. ERIC #ED 011 065.

Research on the effectiveness of programmed instructional materials for teaching basic reading skills to slow learning culturally deprived 6 to 9 year old students.

Materials studied had been evaluated previously with educably retarded subjects ages 10 to 16. Results showed a statistically significant improvement in vocabulary gain for the machine-taught group over the control group, and for the workbook-taught group over the control group, but no significant difference was found between the machine-taught and the workbook-taught groups.
Conclusion: Programmed instructional materials tend to increase reading skills and are feasible for use with the population sample.

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Margolis, R. The losers; a report on Puerto Ricans and the public schools. New York: Aspira, Incorporated, May, 1968. ERIC #ED 023 779, March, 1969, p. 114.

1. Puerto Ricans lag behind whites and Negroes in mathematics and verbal ability and reading comprehension. Many drop out because they feel alienated in an English speaking school and a debilitating sense of lack of control over what happens to them.
2. All efforts to change teacher attitudes have been unsuccessful.

Suggestions: It may be important to staff schools with Puerto Ricans and introduce Puerto Rican culture into the curriculum and text books. Those receiving bi-lingual instructions seem to do better. (Learn subject matter in Spanish and acquire English skills.) Parents must become involved and bi-lingual liaison must be set up.

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Martinson, R. & R. Ruthemeyes. A Report on Research and Teacher Education Projects for Disadvantaged Children. Sacramento: California State Department of Education, 1967. ERIC #ED 022 p. 814.

Reports on 14 projects in California related to improving teacher education for programs for disadvantaged youth. A description of each project and a summary of its major contributions and findings make this useful as reference material.

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Massad, C.E. A comparative study of language aptitude and intelligence in sixth grade children from low-socioeconomic and middle-socio-economic levels. A paper presented at the Annual Meetings of American Educational Research Association, March, 1968.

Purpose:
1. To clarify team "language aptitude."
2. To better define its relationship to intelligence.
3. To determine the role of socioeconomic level in this relationship.

Method: 93 middle class and 39 lower class sixth grade students (determined by Otis Dudley index). Language aptitude was measured by Modern Language Aptitude Test. Intelligence measured by Cooperative School and College ability tests.

Results:
1. Language aptitude is not a unified dimension as is intelligence.
2. Subjects from different class levels use different processes in thinking about language.

The explanation of difference is that lower class students use "public language" in school and "private language" at home and can create confusion.

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Matthews, C.V. & J.E. Roam. The curriculum demonstration program for drop-out-prone students -- delinquency study and youth development project. Edwardsville: Southern Illinois University, 1966. ERIC #ED 010 332, April, 1967, p. 12.

Demonstration program conducted with slow learning, socially alienated students. Full time classes were established in grades 7-12 in several subject areas containing special learning units. An experimental group was selected from students judged to be drop-out prone on the basis of intelligence, reading achievement, general achievement, socioeconomic status, and social adjustment. A matched control group was formed.

Statistical analysis of the data obtained during the study

indicated:
1. The program was significantly successful in proving the holding power of the school.
2. Special reading and arithmetic programs produce significant gains in achievement.
3. Students in the work-experience program did not significantly improve in their academic performance when compared with students from the control group.

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McAllister, J.E. "Affective climate and the disadvantaged." Educational Leadership, April, 1965. ERIC #ED 022 793, February, 1969, p. 113.

1. During summers and Saturdays, 200 motivated Negro 15 and 16 year olds participated in Project Enrichment at Jackson State College in Mississippi from 1961-1964.
2. They were encouraged to participate in intellectual and social activities to change the ill effects of discrimination.

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McDowell, S. Prejudices and other interracial attitudes of Negro youth. Final report to the Department of Sociology of Howard University, August 31, 1967. ERIC #ED 019390, October, 1968, p. 131.

Purpose: A study to investigate the willingness of Negro high school youths to associate with whites.
Method: A questionnaire was given to 471 Negro seniors and 111 Negro drop-outs from southern and border states.
Results: Indicate that there is not as much social prejudice as was assumed. Willingness to associate with whites varied according to educational status; extent of informal, voluntary experience with white peers; and the kinds of white perceived. Most important -- willingness of Negroes to associate was governed by the anticipation of the reactions of whites.

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Meyer, V. "You can't see the trees for the school." The Urban Review, 1967. ERIC #ED 020 240, November, 1966, 129.

Quoted conversations with 4 Negro and Puerto Rican students at Benjamin Franklin High School in East Harlem.
Results:
1. Negative feelings about the value of an education.
2. Fatalistic hopelessness about barriers due to discrimination.
3. Defensive about racial identification.
4. Most hopeful note: 3 plan to teach and 2 are now tutoring.

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Miami Public Schools. South Miami junior high school curriculum project. Miami: Dade County Public Schools, 1967. ERIC #ED 023 763, March, 1969, p. 112.

1. Here is a description of the efforts of a junior high to accommodate an influx of disadvantaged children.
2. They set up:
   a. An inservice teacher workshop on problems of desegregation.
   b. Developed an experimental curriculum for 50 Negro and white disadvantaged students.
      (1) Diagnostic tests.
      (2) Instruction according to individual abilities.
      (3) 4 small groups to improve language skills.
      (4) University student aides for individual instruction.

Results:

1. Testing indicated growth in all instructional areas, especially in writing and mathematics (substantially greater than gains in previous years).
2. Improved attitudes toward school, self. Shown by better attendance and more participation.

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Miller, H.P. & D. Newman. "Social and economic conditions of Negroes in the U.S. current population reports," Series P23. Washington, D.C.: Department of Commerce. ERIC #ED 017 588, 1967.

Federal government studies of the social and economic life of American Negroes. Major points of interest:

1. Although Negro family income remains low (58% of white income) in comparison with the rest of the population, the incomes of both whites and Negroes are at an all-time high and during the last year the gap between the two groups has significantly narrowed.
2. Over 28% of the non-white families receive more than $7,000 a year - more than double the proportion with incomes that high seven years ago, as measured in constant dollars taking into account changes in prices. Outside the Southern Region, the percentage of Negro families with incomes of $7,000 or more rises to 38%.
3. Unemployment rates for non-whites are still twice those of whites, but the level for both groups has dropped dramatically. Unemployment rate for non-white married men dropped faster the last five years than that of the white married man and now stands at about 3½%.
4. The expanding range of well paying jobs is reflected in the number of non-whites in professional, white-collar and skilled jobs which went up by nearly ½ during the past six years.
5. Improvements for non-whites in education parallel those previously described in employment and income. Six years ago, non-white young men averaged 2 years less schooling than white young men. Today the gap is only ½ year. However, 43% of Negro youth are rejected from military service because of mental reasons, compared with an 8% rate for white youth.
6. There has been an increase in residential segregation and conditions are stagnant or deteriorating in the poorest areas.

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Mukerji, Rose. A national demonstration project utilizing televised materials for the formal education of culturally disadvantaged pre-school children. Washington: Greater Washington Educational T.V. Association, 1966. ERIC #ED 010 529, June, 1967, p. 9.

A series of 56 children's programs and a series of 24 programs for inservice teachers were developed and evaluated on the basis of meeting special purposes of the disadvantaged.

1. The use of close-ups and movement, whether of animals, people, or objects, seemed to elicit intensified interest and involvement on the part of the viewers.

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Murray, Lee J. Studies of economically deprived elementary children in Southern Illinois: A summary of four doctoral dissertations. Carbondale: Southern Illinois University, 1966. ERIC #ED 021 p. 886.

Research report dealing primarily with the attitudes, cognitive and affective variables, and academic achievement of Negro and white fifth and sixth graders although some space was given to the language patterns of white first graders. Poverty rather than race was found to be the significant factor affecting these variables thus making a strong case for including information about economic status on the student's permanent record folder. Three economic groups were classified:

Group I - pupils from families receiving financial assistance from public funds.

Group II - pupils from families whose incomes were below $4000 annual income and not receiving public assistance.

Group III - pupils from families whose annual income was above the $4000 level.

Findings:

1. There was a significant difference in achievement between groups I, II, and III which was not accounted for on the basis of sex, race, intelligence and need achievement.
2. Identification of the race does not provide significant predictive efficiency for the criterion of academic achievement when the effects of sex, intelligence, group membership and need achievement are controlled statistically.
3. The means for groups I and II were lower in each case for reading, vocabulary, arithmetic and the composite, the only statistically significant difference at the .01 level was between groups I and III in vocabulary.
4. The economically depressed child may often have a poor estimate of his personal worth. Feels that he has little freedom in the determination of his conduct and the choice which he meets in his environment. Often is not sure of the love of his family thus adding to his feelings of insecurity. Tends to feel sensitive, lonely, withdrawn. May not understand the rights of others nor be willing to subordinate personal desires to the needs of a group. Has a greater tendency to suffer physical expressions of emotional conflicts, suffer from what he believes to be more than

average illness, and tends to be chronically tired. Is unable to postpone his pleasures and think in terms of long-range goals.

5. On school related measures the only significant differences was between the girls in groups I and III with the girls in group III having better attitudes.
6. The measure of need achievement showed little relationship with social class.
7. The only significant difference in the measure of self-concept was between Negroes in groups II and III.
8. The low income white child had significantly less acceptance by his peers than the child from higher income families.
9. The low income white child and girls had less acceptance by teachers than the child from higher incomes. In every case the acceptance scores of group III were higher.

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New York State Education Department. Project PEP; an evaluation of the summer program for disadvantaged students held at Skidmore College. Albany: New York State Education Department, March, 1968. ERIC #ED 025 555, May, 1969, p. 102.

A program to excite potential (PEP) on 150 disadvantaged students (junior high). They were picked because of underachievement, disadvantaged background, and some sign of interest or ability in a creative art. (See ERIC #ED 025 548 - already abstracted.)
Results: Data indicates that change for the better in attitude and behavior did indeed take place.

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Newman, H. Teaching reading to disadvantaged children enrolled in a Title I summer reading project, 1968. ERIC #ED 024 732, April, 1969, p. 113.

1. Reported is a project for 38 teachers, enrolled in a graduate school reading course and participated in the reading program for 313 disadvantaged students.
   a. They served as tutors 4 days a week and attended college sessions on the 5th day.
2. The sessions were devoted to instruction in the use of standard reading diagnostic tests, discussion and demonstration of various tutorial teaching procedures and strategies, and analysis and interpretation of some case studies from a text.

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NIMH. "Tutoring ups infant I.Q.'s dramatically." Phi Delta Kappan, 1969, 415.

Purpose: To find how tutoring infants from disadvantaged families affect I.Q.'s.
Method: 64 boys (age 15 months) from a Negro section of Washington, D.C. Half were tutored an hour each day; half were not.
Results: After 21 months the tutored scored average IQ's of 106; the untutored 89. The IQ's began to drop when the tutoring stopped but language skills did not.

Discussion: The tutors were women college graduates who read to, walked, talked and played with the children.

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Offenbacher, D.I. Cultures in conflict: Home and school as seen through the eyes of lower class students. New York New School for Social Research, 1969. ERIC #ED 027 361, July, 1969, p. 118.

Purpose: This study investigated whether the lower class student perceives a "conflict of subcultures," between his home environment and his middle-class oriented school.

Procedures:

1. Data was collected through interviews with 110 to 112, 16 year-old lower class students in New York City and Baltimore.
2. This sample was divided into four groups by social class and type of school attended.
3. Data was concerned with:
   a. Student aspirations.
   b. Attitudes.
   c. Perception of parental expectation.
   d. Interpersonal confidence.

Findings:

1. Lower class students do not find the norms and attitudes of their homes and schools in conflict.
2. The academically unsuccessful lower-class group was less socially competent than other groups. This variable did not correlate. With socioeconomic status: data suggested it may be a psychological variable dialectically but not deterministically related to social class.

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Okada, T. & D. Stoller. Dynamics of achievement: Differential growth of achievement for Negro and white students by SMSA/non-SMSA and regions. Washington, D.C.: National Center for Educational Statistics, 1968.

1. In the comparison of average test scores and grade level equivalents of Negro and white students, whites have higher average scores.
   a. Whether by standard Metropolitan Statistical areas (SMSA), non-SMSA, or within regions.
2. Negro students show much more variablity by region.
3. Both show increase of variablity as they progress in grades, but Negroes show greater.
4. Regional differences are more influential for Negroes, whereas Metropolitan or Non-Metropolitan residence is a more important factor for whites.

* * *

Ott, E. Bilingual research study, linguistic buildups in English for disadvantaged Spanish-speaking children. ERIC #ED 011 607, November, 1967, p. 11.

1. Four language lessons using simple science concepts and an oral-aural approach.
2. Short, simple sentences in present tense are taught in brief dialogue.
   a. Dialogue first between individual pupil and teacher.
   b. Then entire group participates for a second set of simple sentences.

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Parelius, Robert James. Sociological influences on the achievement of lower class Negro children. Chicago University, 1967. ERIC #ED 016 730, July, 1968, p. 122.

Research on the relationship between family, school, and community as influences on school achievement. All-Negro suburb of a large northern city.

1. Family background factors which might support academic achievement.
2. The role of social distance variables in school-family interaction.
3. The degree to which school-community relations and "school politics" affect achievement.

Methods: Questionnaires, interviews, school records, informal conversations.

Findings:

1. Social and demographic variables were the most significant predictors of achievement.
2. Did not support the casual theories on school-family relations proposed in the literature. Rather:
3. Educational issues should be studied within a specific social structural context.

* * *

Pennsylvania State Department of Public Instruction. Assimilation through cultural understanding, ESEA III--Project I. Pennsylvania State Department of Public Instruction, Harrisburg, 1968. ERIC #ED 024 713, April, 1969, p. 111.

1. Project to assimilate Puerto Rican in Hobken schools.
2. Intends to help acculturation by giving school staffs an in-depth experience in Puerto Rico.
3. This trip will help attitudinal changes and instructional innovations and improved rapport with the community.

* * *

Peterson, J.F. A demonstration study to determine the effect of academic performance of giving high school teachers background information on high-potential low-achieving students. Detroit Public Schools. ERIC #ED 020 975, December, 1968, p. 95.

Students showed no improvement in academic performance and self-attitudes when teachers were given information that students were underachievers.

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Pettigrew, T. The consequences of racial isolation in the public schools -- another look. Washington, D.C.: Commission on Civil Rights, 1967. ERIC #ED 015 975, June, 1968, p. 133.

1. Two recent surveys and several other studies are reviewed.
2. Their findings show:
   a. Social class is the most important school correlate of achievement test scores.
   b. Teacher quality more significant to achievement than school facilities.
   c. Racial composition of the school has academic and psychological effect on students.
3. Integrated education with interracial acceptance is most beneficial when begun in primary grades.
4. Compensatory segregated education not good substitute.

* * *

Potter, T.C. Reading comprehension among minority groups: Child generated instructional materials. December, 1969. ERIC # 031 p. 546.

Purpose: The hypothesis of this study was that stories created by a dialectical subgroup of third grade Negro children might be more comprehensible to other members of that group than the usual instructional materials. A random sample of third graders was asked to tell stories in response to four pictures. The stories were tape recorded and then transcribed. Cloze exercises were made from passages in the child-developed stories and the textbook, and then given to all 79 third grade students in the school.
Findings: When scores on the two cloze tests were compared, it was found that 70 subjects scored higher on the child generated passages, thus, supporting the hypothesis. This language experience approach to reading comprehension may be more effective for minority group youngsters than materials based on standard English.

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Potts, J. "Strengthening the predominantly Negro College." The Quarterly Review of Higher Education and Negroes. January, 1967, 31-37. ERIC #ED 024 707, April, 1969, p. 110.

1. Negro colleges are considered weak, but it is felt that conditions are favorable for strengthening them.
   a. Because of national attention to their problems.
   b. Federal legislation.
   c. Increase of enrollment.
   d. Better interest of business and industry in Negro colleges.
2. However the colleges must take the initiative by:
   a. To better prepare graduates who are ill-prepared in high schools.
   b. Long range planning for a development program.
   c. Interinstructional cooperation to strengthen academic and instructional and academic problems.
   d. Willingness to change.

* * *

Rankin, P.T. The relationship between parent behavior and achievement of inner city elementary school children. 1967. ERIC 017550.

Research in Detroit in which 17 items of 123 investigated appeared as able to significantly differentiate the high achievers from the low.
Conclusion: Scholastic achievement of inner city elementary school children appears to be positively related to --

1. The amount of interest taken by parents in children's school activities.
2. The extent to which parents encourage children's interest in reading.
3. The level of parent's aspirations for their children's educational attainment.
4. The extent to which parents share experiences with children.
5. The extent of parental communication with school personnel.

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Reed, H. Skidmore and PEP...where the action is. Skidmore Alumnae Quarterly. Fall, 1967, 12-15 ERIC #ED 025 548, May, 1969, p. 102.

The Program to Excite Potential (PEP) of 150 disadvantaged junior high students. It attempts to show that a multisensory art experience can stimulate academic motivation and strengthen the self-confidence of underachieving students. Development of constructive human relationships is another objective of the project.
Method: Students attended classes in music, dance, arts and crafts, communications on theater, and science or typing. Cultural events and trips were also featured.
Results: A tentative estimate indicates that dropout rate was low and students felt that they had benefited and had gained in self-understanding.

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Rehberg, R.A. Parental educational discrepancies and ordinal position as structured sources of adolescent mobility orientation. March, 1970. ERIC # 033 996.

Purpose: The purposes of this study were to investigate the relationship between adolescent occupational and educational aspirations and expectations and parental educational discrepancies, and between educational expectations and ordinal position. The respondents were 2,852 Pennsylvanian urban male high school sophomores.
Findings: The mobility orientations of both middle and working-class adolescents are found to be responsive to educational differences between parents, with maternal educ ional superiority having a greater incremental effect on mobility orientations than paternal educational superiority. Educational expectations are found to vary inversely with ordinal position, although the relationship is conditioned by social status and family size. For college intentions ordinal position accounts for less variance than does social status or family size.

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Reswick, J. The effectiveness of full time and coordinated guidance services in the high school. Project Able, Fourth Annual Report. New York: Board of Education, Brooklyn, 1966. ERIC #ED 011 663, November, 1967, p. 26.

Purpose: 5 year project with the 1965 graduating classes of 3 high schools to --
1. Identify potential abilities of disadvantaged.
2. See effectiveness of increased guidance.
3. Assess the use of specialized personnel.

Method: One school was a control group, one experimental school had full time coordinator and part time counselors, the other had full time counselors and part time specialized personnel.

Results: In this 4th year of study, there were no significant effects of Project Able.

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Roberts, J. (Ed.). School children in the urban slum. New York: The Free Press, 1967.

1. This book contains a number of research studies drawn from authorities in anthropology, sociology, and psychology and present a complete survey of the type of problem teachers face in an urban school.
2. It doesn't draw any specific educational conclusions but points out the need that teachers must be aware of these problems brought out by other sciences in order to adequately do the job of teaching these children. Teachers must become aware of the nature and background of their students in order to adjust to the cultural problems and convey the proper attitudes for success in urban education.

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Robinson, L.R. High school orientation - a four phase program of school cooperation. Sacramento: California State Department of Education, 1966.

Pacific Telephone and Telegraph Company began a school cooperation plan to help prepare future employees from disadvantaged groups (1962).
1. First phase was a 1 week counselor workshop. Here were explained requirements of jobs.
2. Second phase was a series of 1 day workshops for vocational and business teachers.
3. Third phase selected students visited departments - attempted to help in jobs.
4. Fourth phase - broad offering of company resources to be used as educators desired.

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Rohwer, William Jr. and others. Learning efficiency as a function of depiction, verbalization, grade, and social class. ERIC #ED 013 854, 1967.

Research utilizing paired associate learning techniques with K, 1, 3, 6 students.

1. Increases in learning efficiency were noted -- older students learning more rapidly than younger. Despite inferior performances on standardized tests, lower-class area students performed as well as middle-class students on these tasks.
2. The difference between learning conditions in the classroom and those in the laboratory could account for the discrepancy between test and learning task performance.

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Rohwer, W.D. Socioeconomic status, intelligence and learning proficiency in children. Paper presented at the annual meeting of the American Psychological Society, San Francisco, California, 1968. ERIC #ED026434, June, 1969, p. 108.

Topic: A comparative analysis between Caucasian and Negro students (kindergarten through third). Intelligence and social class membership were considered.

Purpose:

1. To determine the reliability of a paired-associate (PA) task when used as a test of learning proficiency.
2. To assess the relationship between performance on the PA task and on IQ tests as a function of grade level and socioeconomic status.

Findings:

1. The reliability of the PA task was acceptably high and the magnitude of the relationship between learning proficiency and intelligence varied with social class membership.
2. Differences related to social class were also detected in rates of development of the two kinds of abilities assessed.

* * *

Sarri, R.C. & I.D. Vintei. School goals, social class, and pupil careers. A paper presented at the 44th Annual Meeting of the American Orthopsychiatric Association, 1967. ERIC #ED 018 457, September, 1968, p. 151.

A research report of a three year study of pupil malperformance in five elementary and secondary schools in Michigan. Student characteristics and behaviors, and school conditions and practices were examined.

1. Performance and malperformance patterns were felt to be a result of the interaction of both student characteristics and school conditions.
2. Students with a middle-class background have a substantially better chance of being placed in a college curriculum in high school, and that this assignment positively affects student performance.
3. Pupil careers are shaped in part by motivations, capabilities, and skills which are linked to social class.
4. When the school pre-judges the student, it may generate the very malperformance it seeks to eliminate.

* * *

Schoenfeldt, L.F. Ability, family socioeconomic level, and advanced education. Paper presented at the Annual Conference of the American Educational Research Association, February, 1968.

Purpose: To evaluate the effects of family background on decisions to continue education after high school.
Method: 706 girls in a 3 year nursing school and 382 nursing majors in a 4 year college were given a battery of aptitude and achievement tests.
Results: There were clear differences in biographical responses between the 2 groups. Those in college came from higher educational and socioeconomic backgrounds. Family economic status alone was not a variable in the educational decisions of either group.
Discussion: The findings suggest that socioeconomic environment of a family, independent of student ability, is a significant factor in determining the level of education undertaken after high school.

* * *

The school-community coordinating team. Philadelphia, September, 1960, June, 1964, 1965. ERIC #ED 023 706, March, 1969,p. 105.

1. This was a compensatory educational program in 6 elementary and 1 junior high in Philadelphia.
2. Additional personnel were used - class size and physical plant were maintained.
3. There was a community coordinator in each school to work with parents, a bilingual coordinator for the Spanish-speaking community, and language arts and arithmetic consultants and master teachers at each site. They initiated homogeneous groupings, extended school time, and teacher retraining.

Results: Academic achievement was stimulated, retardation was reduced, and behavior and attitudes improved. This was inferred from standardized test data.

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Schueler, Herbert. A case study in comparing teachers for the disadvantaged Project 120 -- a special student teaching program in junior high schools in low-socioeconomic areas. New York: City University of New York, Hunter College, 1964. ERIC #ED 011 009, August, 1967, p. 55.

A description of a project that assists special service schools in recruiting and holding teachers, trains teachers to work in urban schools for the disadvantaged, and explores factors that will improve teacher education for urban schools.

1. Almost 80% accepted teaching positions in the schools where they did their student teaching, with a large proportion still there 4 years later.

* * *

Schulman, L.S. Reconstruction in Educational Research. Paper presented at Conference on Social Change and the Role of Behavioral Scientists, Atlanta, May 1966.

1. A description of educational processes as a guide to research.
   a. Congruence between the elements of a students primary environment, instructional environment, and eventual transfer environments, leads to effective educational development. If these environmental elements are discontinous, there is a breakdown.
   b. The critical areas of research are: studies of environmental differences, acquisition and use of language, and the ways motivational patterns may be modified.
2. There is no substantiation offered.
3. Author's suggestion: In this approach, research can be carried out within a framework of practicality and applicability.

Comment: This idea could be a helpful guide as a framework for investigating the problems of the disadvantaged in education.

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Schwartz, Sidney. Pre-school child development centers in disadvantaged areas of New York City -- summer 1966. New York: Center for Urban Education, 1966. ERIC #ED 011 021, August, 1967, p. 58.

An evaluation of a program for disadvantaged pre-school children to enhance their self-concept, increase their learning ability, and foster in them a positive attitude toward school. The program focused on the interrelationship of the children and teachers and on the curriculum in the 38 participating schools.

Findings: The program succeeded best in creating positive feelings toward schools, but was least effective in developing the children's ability to think and reason.

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Scott, R.B. "Growth and development of Negro infants." Pediatrics, 1962. ERIC #ED 020 276, November, 1968, p. 134.

Size and growth velocity data of 111 Negro infants from lower middle-class families. Longitudinal study.

Compared to white studies.

Results:

1. Pelvic breadth, head and chest circumference were slightly larger among whites.
2. Growth velocity was higher among whites. Growth in pelvic breadth decelerated more rapidly among whites.
3. There was no significant difference.

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Seidel, H.E. Jr. Contrast of attitudes, goals, achievements, and educational needs of adolescents attending the same high school in two adjacent Appalachian towns of differing economic and cultural characteristics. December, 1969. ERIC #ED 031 518, 1968.

Purpose: This study was designed to assess the behavioral characteristics, goals, and attitudes of adolescent high school students attending school in Western County, Pennsylvania. The students came

from two towns in the region called Appalachia. These towns were selected because of the apparent differences in socioeconomic level, social activities and occupations of inhabitants.
Findings: Significant differences were found between the two samples of adolescents in many aspects: family living, employment, education, attitudes toward the Federal government, entertainment, peer group characteristics, and attitudes toward sex and religion.

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Simirenko, A. Socioeconomic variables and acculturation process -- a pilot study of two Washo Indian communities. Final Report. Reno: Nevada University, 1966. ERIC #ED 010 834, August, 1967, p. 10.

A pilot study attempting to determine if there was a significant difference to any extent of education between those Washo Indians who acculturated and those who did not.
1. Communal pressures, both from the inside and the outside, operate to either inhibit or accelerate the acculturation of minorities.

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Sloan, I. The Negro in modern American history textbooks: A study of the Negro in selected junior and senior high history textbooks as of September, 1966, Curricular Viewpoints Series. Chicago: American Federation of Teachers, October, 1966. ERIC #ED 025 546, May, 1969, p. 101.

The treatment of Negroes in texts is analyzed in 13 books. Results: The senior text entitled, "The Rise of the American Nation," by Tood and Cunti is ranked best for its discussion of the Negro in American history. It is the largest selling in the nation.

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Smith, G.E. and others. A demonstration study to determine the effect on academic performance of giving high school teachers background information on high-potential, low-achieving students. Lansing: Michigan State Department of Public Instruction, 1963. ERIC #ED 010 898, August, 1967, p. 28.

A research study conducted on a group of high-potential, low achieving students in four Detroit public high schools, over a period of five semesters. A sample of 585 students were divided into two control groups and one quasi-control group. The hypothesis was that teacher awareness of such students would produce improved academic performance and improved self-feeling based on the statistical comparisons of the sample with the two control groups.
1. The background information may not eliminate the negative reaction of the teacher to the underachiever.
2. Such students may be better called non-performers.
3. Such students are not likely to change in their traditional classroom environment.

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South-Western City School District of Grove City, Ohio. Evaluation of the pilot phase of the teen tutorial program: A model of interrelationships of seventh graders, kindergarten pupils, and parents to meet the developmental needs of disadvantaged pupils. Grove City: South-Western City School District. ERIC #ED 023 p. 727

A detailed description of this system's attempt to help the disadvantaged. A unique approach in that their target was the education of the seventh grade students in order to prepare them to be better parents. They recognized the great importance of the years from 1 to 6 in a child's life and felt that by having such tutorial experiences with the kindergarten pupils, the seventh grade students would be more dramatically aware of the growth pattern and needs of their own children later. Would have reference value to anyone establishing such a program.

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Steinhoff, C. & R. Owens. Organizational climate in the more effective schools. Paper presented at ERANYS, Albany, New York, November, 1967. ERIC #ED 019372, October, 1968, p. 128.

Assessed organizational climate of 21 more (MES) effective schools in New York City.
Method: An organizational climate index was given to teachers and responses from 14 schools were analyzed.
Results: Organization and increased staff not effective in raising achievement. Rather, longer term efforts to create certain fundamental psychological and environmental conditions may be necessary for gains.

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Steinhoff, C.R. Summer program in music and art for disadvantaged pupils in public and non-public schools. New York: Center for Urban Education, 1966. ERIC #ED 011 025, August, 1967, p. 59.

A report on 87 summer music and art programs for public and non-public schools disadvantaged first and sixth graders was evaluated. Participants selected because of their interest and ability to read and grade level were placed in the programs.

It was recommended that staff selection be based on experience and qualification to teach a specific skill.

Several criticisms which did not seem to be relevant were mentioned, however, it was pointed out that the programs were valuable and should be continued, with additional funds to develop and improve them.

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Stemmler, O. The psychological and cognitive aspects of teaching English as a second language. Research Project, San Antonio, 1966. ERIC #ED 011 606, November, 1967, p. 11.

1. Two operational frameworks for instructing Spanish speaking children 6 and 9 in first and second grades.
   a. "Science based model" -- programmed concept development.
   b. "Self-concept model" -- development of personal identity.
2. These programs were being taught in San Antonio independent school district.

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Stetler, H.G. Comparative study of Negro and white dropouts in selected Connecticut high schools. Hartford: Connecticut Commission on Civil Rights, 1959. ERIC #ED 020 211, November, 1968, p. 125.

Problem: To compare Negro and white dropouts from 12 high schools in 4 Connecticut cities.
Method: Data was obtained from school records and home interviews of dropouts and non-dropouts.
Results:

1. Negro rate was greater.
2. More family instability among dropouts, particularly Negroes.
3. Dropouts had more disciplinary and absenteeism problems.
4. Courses for dropouts were general, industrial arts (boys) or commercial courses for girls.
5. IQ scores were lower for dropouts and Negro scores were lower than white scores.
6. Family stability, long residence in the state and higher family income were related to higher academic averages for Negroes.

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St. John, N. The effect of segregation on the aspiration of Negro youth. U.S. Office of Education, Report No. BR 5-0215-32, 1966. ERIC #ED 011 332.

Before concluding that there is no relation between the early segregation experiences and aspiration in high school, the author considers:

1. Geographical differences of pre-high school schools attended.
2. Uncontrolled differences of pre-high school schools.
3. Socioeconomic differences.

Findings: Southern Negroes did have consistently lower aspirations than northern Negroes, but when the sample was restricted to northern educated Negroes, the hypothesis was still not supported. Contrary to the hypothesis, a tendency toward higher aspirations in the high-percentage-of-Negroes schools than in the low-percentage-of-Negroes schools was found. No uncontrolled differences between the schools to account for this were found; nor did parental social class account for aspiration differences, since lower class white students had lower aspirations regardless of the average school percent of Negroes scores. Negro aspiration scores varied positively with the ASFM scores regardless of social class. Author suggests that if the school's atmosphere is negative a Negro child's self-esteem is more threatened by a desegregated school than by a segregated school.

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St. John, N.H. Minority group performance under various conditions of school ethnic and economic integration: A review of research. New York: Yeshiva University.

This is a review of research on the relation of school ethnic and socioeconomic composition to the academic performances of Negro students.

1. Taken into consideration were segregation vs. integration, school quality, and family background.

Results: A positive relation exists between social class integration and the achievement of minority group pupils. Also some lesser evidence of a relation between ethnic integration and achievement.

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Suchman, E.A. and others. The relationship between poverty and educational deprivation. Final report. Pittsburg University: Learning Research and Development Center, 1968. ERIC #ED 027 369, July, 1969, p. 119.

Purpose: To investigate the relationship of low-income status to educational aspirations and plans among high school students in the Pittsburgh Metropolitan Area.

Procedure: A questionnaire survey of 6455 high school students and 400 teachers was made in eight high schools. Both Caucasian and Negro students were included in the sample.

Findings: (These were reported in five doctoral dissertations.)

1. Educational aspirations of low-income students were significantly related to social class position and class identification, parental pressure and peer influence and negative attitudes towards society, school, and self.
2. The student's perception of his school experiences was significantly related to his personal and school related characteristics.
3. Teachers with middle-class orientations have negative attitudes towards low-income groups because of value differences.
4. Family social structure has a significant effect on students' educational aspirations.

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Taba, H. and D. Elkins. Teaching strategies for the culturally disadvantaged. Chicago: Rand McNally and Company, 1966.

1. Chapter XII enumerates some results.
   a. Many 8th graders advanced 2 years in standard reading scores. The amount of reading increased. Skill in writing also increased.
   b. The quality of class discussion improved dramatically.
   c. A great deal of progress in interpersonal relations developed.
   d. Also there was growth in ability to identify with people who were different from them. They developed responsibility, social skills and group skills.
   e. Teachers learned a great deal too.
   f. Similar results were true in the 6th and 7th grades, especially in cognitive skills and desire to learn.

2. Chapter XIII deals with creating conditions for learning.
   a. The teacher--must care, be human, and be able to instigate self-respect.
   b. Teachers should help students learn to help each other.
   c. The need for a variety of activities.
   d. Administrators must support experimentation, create flexible work teams, and use outside consultants.

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Tannenbaum, Abraham M.J. Curriculum development and teacher training for disadvantaged pupils in special classes (career guidance) and regular junior high school. New York: Center for Urban Education, 1966. ERIC #ED 011 022, August, 1967, p. 58.

An evaluation report of two projects initiated by the New York City D. of E. to improve a career guidance program for 8th and 9th grade students, in which new curriculum for the classes were created and four teacher training stations on their use were given. Indications by comments and the percentage of the questionnaires indicated that the program was not highly successful due to the insufficient preparation for teachers involved in the project.

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Tannenbaum, A.J. An evaluation of "STAR" or the effects of training and deputizing indigenous adults to administer a home-based tutoring program to first graders in an urban depressed area. New York: Mobilization for Youth, Incorporated, August, 1967. ERIC #ED 013 852.

Report of research utilizing a special technique called Supplementary Teaching Assistance in Reading, or "STAR." Utilized in the reading program were organized code-breaking formal language and visual perceptual exercises. Following 6 months of work and testing was done it was found that the "STAR" children had higher mean scores on all nine tests than the other groups, but were still only at an average reading status on the national norms of the Metropolitan readiness tests despite the special intervention efforts. No differences between scores of children helped by the non-professional aide and those taught by parents who had been trained by the aide.

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Tanner, D. & G. Lackia. Discovering and developing the college potential of disadvantaged high school youth, the college discovery and development program. A report of the first year of a longitudinal study at the Division of Teacher Education. City University of New York, 1967. ERIC #ED 011 68, November, 1967, p. 32.

Purpose: To identify disadvantaged and underachieving ninth graders and to develop their college potential in special high school development centers.
Method: 579 students were enrolled in 5 centers, having small classes, back-time studies, cultural activities and full-time counselors.

There was tutoring and a summer program. Tests are being used for research by comparing the subjects with regular college preparatory youth. Socioeconomic factors are also being compared.
Results: No results as yet recorded.

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Teaching teachers to teach the disadvantaged; study of attitude change. Arizona State University, February, 1968, ERIC #ED 024 748, April, 1968, p. 115.

Purpose: To evaluate the effectiveness of the 1966-67 Title I Inverse teacher training programs on changing teacher attitudes.
Method: A semantic differential device which measured the evaluative, potency, and activity dimensions of meaning. Also one projective test and 4 nonprojective instruments were used to correlate measures.
Results: ESEA Title I inservice training changed the attitudes of teachers and leaders toward the disadvantaged--but no effect on the attitudes of the consultants.

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Teahan, John E. Some effects of audio-visual techniques on aspirational level and ethnocentric shift. Milwaukee: Wisconsin University, September, 1967. ERIC #ED 013 862.

Research utilizing short films of successful Negro and white men. Measured attitudes toward own and opposite race, "wished for" and predicted vocational goals (pretest and posttest - films between).
Findings:

1. After films the degree of prejudice increased in the all-white suburban junior high school with the level of the students' socioeconomic status. May have seen status threat.
2. Less prejudice in urban junior high with 47% white population among the middle class than among the lower class students who along with Negroes have a low achievement level and may have needed to rate Negroes lower in order to maintain some status superiority because of being white.
3. Negro elementary students became more positive toward their own race but expressed increased hostility toward whites.
4. Negro elementary and junior high students predicted for themselves a higher vocational level in terms of their previously "wished for" goals.

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Tiedt, S. (Ed.) Teaching the disadvantaged child. New York: Oxford University Press, 1968.

1. Based upon research data about disadvantaged students, the contributors to the book first look at some of the characteristics of these students and then make practical suggestions, for various subject areas, in teaching them.
   a. Chapter One deals with these children and their culture in general, pointing out such things as: physical problems, housing conditions, inadequate language skill, lack of readiness

experiences, lack of confidence and self-concept, preoccupation with present, short attention span, poor attitudes towards authority, lack of adult models. They then point out school programs and the type of teachers needed.

b. Chapter 2 deals with multisensory learning and points out that teaching is often too abstract and should deal more in concrete experiences which actively involve great variety and change. Educational media and audio-visual devices should be used extensively in all areas.

c. Chapter 3 deals with developing language abilities. The basic objectives are:
   (1) Develop a positive attitude toward language.
   (2) Improve self-image, particularly in language areas.
   (3) Extend oral and written communication skill.
   (4) Provide experience, both real and vicarious, to expand backgrounds.
   (5) Create opportunities for self-expression in oral and written forms.

   Most important is the attitude of the teacher and the use of the concrete here and now approach.

d. Chapters 4, 5, & 6 deal with Reading, Literature and science learning. They also emphasize concrete involving activities. In the summary at the end of Chapter 7, which deals with mathematics, a statement is made that could apply to all the areas discussed. "The disadvantaged learner comes to the schools and the mathematics instructional program lacking an environmental experience with numbers. A rich mathematical environment, a laboratory classroom, must compensate for this lack. A classroom containing things to be sorted, classified, counted, compared, and measured must be provided for this child." So it must be in all areas.

e. Chapter 8 deals with social studies and suggests areas to be treated which will alleviate the problem of cultural deprivation. The suggested areas, building a good self-image, management of family finances, and health services available to the school-age child, are intended to stimulate thought about similar areas that in part have been neglected. There is also a bibliography to aid teachers in these areas.

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Thomas, A. Retardation in intellectual development of lower-class Puerto Rican children in New York City. New York: New York University, Medical Center, 1967. ERIC #ED 017 591.

Research study attempting to determine environmental patterns of value.

1. This population of lower class Puerto Rican children are retarded in school achievement - a finding consistent with that regarding disadvantaged children in general found by other workers.
2. However, the finding that in these families the children do not show a decrement in I.Q. level between pre-school and school ages, indicates that this retardation in academic achievement is not the result of cognitive defects resulting from presumed deficiencies in the pre-school home environment. If such cognitive defects

had indeed developed, the I.Q. level in the children of school age would be depressed in comparison to the three year old level.

3. Other factors must therefore be responsible for retardation of academic achievement in the group:
   a. Poor schooling is a possible source.
   b. The teaching approach in the schools may be oriented toward the middle class child who is task-oriented and this approach may not be optimal for learning for the child who is comparatively untrained in task-performance and who is dominately person-oriented.
   c. It is also possible that some factors in the home environment may account to some degree for retardation in academic achievement. (Analysis not complete.)

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Thomas, A. Retardation in intellectual development of lower-class Puerto Rican children in New York City. Interim Final Report, New York University, Medical Center, 1967. ERIC #ED 017 591, August, 1968, p. 146.

Purpose: To determine the environmental patterns which are detrimental and beneficial to the intellectual development of lower-class Puerto Ricans.
Method: A sample of 95 children whose behavior had been followed from infancy and some older siblings was chosen. To compare some items, a group of 136 middle-class students were chosen.
Results:

1. Overall academic achievement of the sample was below normal.
2. I.Q. results were not related to language barriers and the scores did not decrease with age. Language development was not retarded by bilingualism.
3. The experimental group was less oriented toward task completion than the middle-class group.
4. Some of the data is still being worked on, e.g., analysis of home environment.

Suggestions: It seems that retardation is not resultant on cognitive defects presumed from home environment deficiences of the pre-school child. It may stem from poor schooling and an overemphasis on task-oriented teaching methods.

* * *

Wayson, W. Sources of teacher satisfaction in slum schools. Administrators' Notebook, 1966. ERIC #ED 012 267, December, 1967, p. 88.

Purpose: To identify expressed motives and perceptions which differentiate teachers who remain from teachers who leave slum schools.
Method: 62 women, 42 "stayers" and 20 "leavers" were interviewed. Questions were based on 10 categores.
Results: Leavers--

1. Stressed lack of responsiveness as reason for leaving.
2. Were younger.
3. Were achievement oriented.

4. Had narrower definitions of teacher's role.

Stayers--

1. Were older.
2. Stressed responsiveness to warm personal relationships.

Implications:

1. Better to alter work environment than people involved.
2. Raise status of slu teachers.
3. Stabilize staffs and consider assigning beginning teachers.

* * *

Weber, W. The Centre Program for Project Opportunity. Danville: Centre College of Kentucky, 1967. ERIC #ED 024 739, April, 1969, p. 114.

A research and development program in 11 high schools in 8 Southern states. Sought to identify disadvantaged with college potential and offer them enrichment in 7 through 12th grades. It included 5 facets:

1. Enrichment efforts with students.
2. Exposure of teachers to a "Directed Participation Approach," to teaching.
3. New 10th grade courses in math, science, literature, and social studies.
4. Use of college undergraduates as instructors.
5. A program for administrators.

* * *

Williams, A. A teacher visits the homes of disadvantaged children. The Teachers College Journal. 12-13, October, 1965. ERIC #ED 022 830, February, 1969, p. 118.

1. Here a teacher reports on the understanding to be gained by visits to the homes.
2. These parents look to the school for personal guidance and leadership.
3. Such home visits can help schools plan experiences which meet the needs of the children.

* * *

Wilkerson, D. Compensatory practices in colleges and universities. IRCD Bulletin, March, 1966. ERIC #ED 011 908, November, 1967, p. 91.

1. A number of colleges are engaging in compensatory practices such as:
   a. Recruitment programs.
   b. Special aid funds to the talented.
   c. Modified admissions procedures.
   d. Preparatory programs.
   e. Remedial courses (not too effective).
2. Only a few institutions have done these things and a small number of disadvantaged have benefited.

* * *

Wilson, M. Standard oral English, seventh grade. Instructional guide A. Report No. --LACS-Pub.-ESEA-3-3. Los Angeles City School, California. Division of Secondary Education. ERIC #ED 027 353, July, 1969, p. 117.

1. A curriculum guide was prepared for the teaching of Standard oral English in Los Angeles Junior High Schools.
2. The guide focuses specifically on the teaching of standard English to Negro students using a nonstandard dialect.
3. All lessons were designed to use with accompanying tapes and filmstrips.

* * *

White, M.A. & J. Charry. School disorder, intelligence, and social class. New York: Westchester Association of School Psychologists, Columbia University, 1966. ERIC #ED 018 470, September, 1968, p. 153.

A research study to assess the variables related to pupil maladjustment and to determine whether differential treatment was accorded to the maladjusted pupils on the basis of these variables. The population consisted of 2,866 pupils referred to psychologists. Hypothesis were the samples of pupils would have, as compared with the school population, more socioeconomic status (ses), more intelligence ratio of boys to girls, more achievement level, and higher proportion of referrals of pupils in the elementary grades.

1. School disorder was more related to low IQ than to low (ses).
2. Pupils with higher IQ, (ses), and achievement levels formed the population characterized as "emotionally disturbed."
3. Pupils with lower IQ, (ses), and achievement levels were characterized as "educationally disturbed" and received educational services.
4. Hypothesis concerning the maladjusted pupils sex and level of achievement were supported.
5. The age-grade level prediction was partially sustained.

* * *

Wolman, T.G. "Learning effects of integration in New Rochelle." Integrated Education, 1964, 30-31. ERIC #ED 021 000, December, 1968, p. 99.

Academic effects of educationally disadvantaged students transferred to other schools in grades one to five.

1. Mean grade equivalents were equivalent for transfer and non-transfer students in grades one and two.
2. At fourth grade level the lower class students were lower in achievement than students of white upper-income families.
3. The scores of kindergarten transfers were significantly higher than kindergarten non-transfers.

* * *

Whitesides, S. Administering the POSR to lower class children, 1965. ERIC #ED 011 608, November, 1967, p. 12.

1. From administering tests or questionnaires to Spanish-American children in from 1 to 6 grades, the following conclusions were drawn:
   a. Reading questions in both English and Spanish would help at all grade levels.
   b. Spanish speaking persons elicit a better response.

* * *

Yeshiva University. Conference on community and family services for the educational rehabilitation of disadvantaged youth, Conference Proceedings, New York, 1967. ERIC #ED 026 436, June, 1969, p. 108.

Findings: The Conference report contains a summary of the proceedings over the text of two papers. One, "Research issues evoked by the Moynihan Report," presents the critical response to that report and notes the issues raised by it. She discusses the alleged pathology of the Negro, the relationship between family patterns and educational achievement and she presents a case for "rational action." A second paper by James A. Jones, "Cultural Deprivation: Some Second Thoughts" describes some findings of a HARYOU Study of the central Harlem community. He focused on motivation for education among poor families. One significant finding of the HARYOU Study was that poor families in central Harlem and the middle class in general share similar values about education.

* * *

Yeshiva University. The experimental analysis of the behavior in the education of the socially disadvantaged children and youth. New York, 1966. ERIC #ED 026 435, June, 1969, p. 108.

Findings: They were reported in two presented papers and a bibliography. One paper by Joan Gusson, "Behavioral Management and Educational Goals," is concerned with operant conditioning as a theory of learning and instructional method. Harold L. Cohen's paper, "The Educational Model," summarizes two previous articles. He discusses his involvement with a special education project which is studying the factors "that can change and maintain learning behavior."

* * *

Yeshiva University. Planning Conference on language development in disadvantaged children, June, 1966. ERIC #ED 027 346, July, 1969, p. 116.

Proceedings: Papers were presented as follows--
1. Dell Hymes, "Communicative Competence."
2. David McNeill, "How to Learn a First Language."
3. Wayne O'Neil, "A Theory of Linguistic Performance."
4. William Stewart, "Social Dialect."
5. Paul Cohon, "Some Methods in Sociolinguistic Research."
6. S. Alan Cohen, "A Curriculum Demonstration Project for Teaching Literacy Skills to Disadvantaged 7th and 8th Graders."

Additional summaries are included on the conference workshops and on an earlier conference (1965) on language development of disadvantaged children; also at Yeshiva University.

SECTION V

A TOPICAL CATEGORIZATION

OF ABSTRACTS

ATTITUDES OF PARENTS

Social Class Differences in Maternal Attitudes Toward the Teacher and the School. (Bear, Robert Meyer and others, September, 1968)

Purpose: To study maternal behavior as it affects the child's attitudes towards learning and role conceptions.

Result: The lower class mother showed inability to cope with and little concern for problem-oriented question.

Maternal Attitude Toward the School and the Role of the Pupil. (Hess, R.D. and V.C. Shipman, September, 1968)

Purpose: Study on how maternal attitude influences the child's school behavior and his ability to deal with adults and perform cognitive tasks.

Result: The mothers in three lower class groups influenced the child's attitudes toward school.

Attitudes of Parents of High and Low Social Class Levels Toward Their Educable, Mentally Handicapped Children. (Iano, R.T. and G.O. Johnson, June, 1967)

Purpose: To determine the relationship between parents attitude and social class status.

Result: Parents in lower class showed positive attitude about their children.

Prejudices and Other Interracial Attitudes of Negro Youth. (McDowell, S., October, 1968)

Purpose: To investigate the willingness of Negro high school youths to associate with whites.

Result: There is not as much social prejudice as was assumed.

Lower Class Negro Mothers and Their Children. (Bell, R.R., December, 1968)

ENVIRONMENTAL AND CULTURAL EFFECTS

The Effects of Non-Automated Responses Environment on the Intellectual of Educable Mentally Retarded Children. (Blatt, B. and F. Garfunkel, April, 1967)

Purpose: To measure the cognitive, non-cognitive, and environmental changes in the children.

Results: 1. The groups were no different.
2. No evidence was obtained to support the theory.

Assimilation Through Cultural Understanding. (Board of Education, April, 1969)

Purpose: To improve the assimilation of Puerto Rican and foreign born students.

An Exploratory Study of Testing Program for Students in Differing Cultural Background. (Cantwell, Z.M., March, 1967)

The Effects of Mobility Grouping. (Goldberg, M. and others, December, 1969)

Purpose: To investigate the pattern of: 1. Correctly perceived emotion, and 2. Erroneously perceived emotion.

Result: Both correctly and erroneously perceived emotion.

Environmental Stimulation and Intellectual Development of Mexican - American Children.

Purpose: To find the relationship between environmental factors and the intellectual abilities of Mexican Americans.

Result: Children in the high potential group were found to come from background that offered a greater variety of stimulating experience than low-potential group.

Cultures in Conflict. (Offenbacher, D.I., July, 1969)

Purpose: To investigate whether the lower class student perceive a "conflict of subcultures", between his home environment and his middle-class oriented school.

Result: Lower class students do not find the norms and attitudes of their homes and schools in conflict.

Socioeconomic Variables and Acculturation Process. (Simirenko, A., August, 196

Purpose: To determine if there is a difference between Washo Indians who acculturated and those who did not.

Result: No result:

The Losers; a Report on Puerto Ricans and the Public School. (Martinson, R. and R. Ruthemeyes, March, 1969)

Retardation in Intellectual Development of Lower-Class Puerto Rican Children in New York City. (Thomas, A., August, 1968)

THE DISADVANTAGED STUDENTS

Effects of Audiovisual Materials on Changing the Attitudes of Culturally Disadvantaged Youth. (Allen, W.H. and others, 1968)

Purpose: To see how audiovisual materials create positive changes in the school-related attitudes.

Result: Only the multichoice format with active participation was significantly effective in changing attitudes.

The Immediate Memory Span of Children from Advantaged and Disadvantaged Background. (Barritt, L. and others, June, 1968)

Purpose: To measure memory spans of children.

Results:
a. auditory memory is greater
b. older children learned better than younger
c. no significant differences in memory spans of students in each socioeconomic class

Comparison of Inductive and Deductive Materials for Teaching Economic Concepts to Culturally Disadvantaged Children. (Dooley, B.J., February, 1968)

Purpose: To compare deductive and inductive method in learning economic concept.

Result: The inductive method was more effective than the deductive.

Effectiveness of a Special Program for Development of Word Recognition by Culturally Disadvantaged First Grade Pupils. (Fortenbury, W.D., July, 1969)

Purpose: To determine the effectiveness of visual perceptual training on word recognition and reading achievement.

Results: Significant gains on both total reading and word recognition.

Educating the Culturally Disadvantaged. (Fowler, W.L., November, 1968)

a. Many studies in 20's and 30's indicating that Negroes were less intelligent than Caucasians
b. Since then studies have emphasized the influence of environment

An Evaluation by Teachers, Supervisors, and Administrators

Teaching the Disadvantaged. (Gewirtz, Marvin H., August, 1967)

Results: a. no measurable change in the participants' optimism about the educability of the disadvantage child.
b. the staff felt that knowledge of sociology and theories should have been the primary objective.

Research Indicates that School and Home Environment Influence Intellectual Development

Intellectual Development Among Economically and Educationally Disadvantaged Youth. (Green, R.L., June, 1968)

Research On Disadvantaged Students

Culturally Disadvantaged Children of High Potential, Intellectual Functioning and Educational Implication. (Karnes, M. and others, 1965)

Results: 1. cultural influence may have been a significant effect on the intellectual functioning of culturally disadvantaged children
2. the I.Q. score remained the same

Improving the Education of the Disadvantaged. (Liddle, G. and others, March, 1969)

a. the educational opportunity of rural youth
b. most do not intend to go to college
c. don't score well on achievement test

Education Needs of Rural Youth. (Lingstrom, D., November, 1967)

Research on the Effectiveness of Programmed Instructional Materials for Slow Learning Culturally Deprived Students

Results: 1. significant improvement in vocabulary gain for the machine-taught group over the control group, and for the workbook-taught group over the control group
2. programmed instructional materials tend to increase reading skill

Programmed Reading Instruction for Culturally Deprived Slow Learners. (Malpass, L.F. and others, August, 1966)

Students (Black) were Encouraged to Participate in Intellectual and Social Activities to Change the Ill Effects of Discrimination

National Demonstration Project Utilizing Televised Materials for the Formal Education of Culturally Disadvantaged Pre-School Children. (Mukerji, Rose, 1966

An Evaluation of the Summer Program for Disadvantaged Students. (New York State Department of Education, March, 1968)

38 Teachers Enrolled in Graduate School Reading Courses and Participated in the Reading Program for 313 Disadvantaged Students.

Teaching Reading to Disadvantaged Children. (Newman, H., April, 1969)

Purpose: To evaluate a program for disadvantaged pre-school children to increase their learning ability.

Result: The program succeeded in creating positive feeling toward schools.

Pre-School Child Development Centers in Disadvantaged Areas of New York City. (Schwartz, Sidney, August, 1967)

Summer Program in Music and Art for Disadvantaged Pupils in Public and Non-Public Schools. (Steinhoff, C.R., August, 1967)

1. report on summer music and art program
2. It was pointed out that the programs were valuable.

Discovering and Developing the College Potentials. (Tanner, D. & G. Lackia, November, 1967)

Purpose: to identify disadvantaged and underachieving ninth graders and to develop their college potentials

Result: no results as yet recorded

Teaching the Disadvantaged Child. (Tiedk, S., 1968)

A Teacher Visit the Homes of Disadvantaged Children. (Williams, A., February, 1969)

1. a teacher reports on the understanding to be gained by visits to the home
2. the parents look to the school for personal guidance

The Experimental Analysis of the Behavior in the Education of the Socially Disadvantaged Children and Youth. (Yeshiva University, June, 1969)

Conference on Community and Family Services for the Educational Rehabilitation of Disadvantaged Youth. (Yeshiva University, June, 1969)

Planning Conference on Language Development in Disadvantaged Children. (Yeshiva University, June, 1966)

TEACHING LANGUAGE

Cognitive Gain in Deprived Children Through Individual Teaching of Language. (Blank, M., October, 1969)

Purpose: to improve the teaching of language

Result: rapid, marked again in I.W. for the experimental group

Intensive Language Instruction, Experimental Development. (Hartford SADC Project IIB, March, 1969)

Purpose: to develop competence and academic motivation

Result: no significant change in I.Q.'s for first year. There was significant improvement in reading scores, writing skills and general achievement.

A Comparative Study of Language Aptitude and Intelligence in Six Grade Children from Low-Socioeconomic and Middle-Socioeconomic Levels. (Massad, C.E., March, 1968)

Purpose: 1. to clarify team language aptitude
2. to determine the role of socioeconomic level in this relationship

Results: 1. language aptitude is not a unified dimension as is intelligence
2. different classes use different process in thinking about language

Bilingual Research Study, Linguistic Buildup in English for Disadvantaged Spanish - Speaking Children. (Ott, E., November, 1967)

The Psychological and Cognitive Aspects of Teaching English as a Second Language. (Stimmler, O., November, 1967)

Standard Oral English, Seventh Grade. (Wilson, M., February, 1969)

Developmental Sociolinguistic - Inner City Children. (Entwisle, D., November, 1967)

Purpose: to find the relation between social class and linguistic development

Results: 1. rural are slower than suburban children
2. little difference between suburban and blue collar children

Planning Conference on Language Development in Disadvantaged Children. (Yeshiva University, June, 1966)

MOTIVATION

Motivationally Oriented Design for an Ecology of Learning. (Cohen, H., February, 1967)

Purpose: to determine the effect of reinforcement principle to education

Result: increase in grade level and I.Q.

Can Motives of Low Income Black Children be Changed. (DeCharms, R. and others, March, 1970)

Results: the training produced significant increases in the use of achievement words and academic achievement

ACHIEVEMENT

High School Students and the Impact of Small Group and Individual Counseling on Achievement. (Hamacheck, D.C., 1968)

Purpose: to find ways to counteract parental influence that impair achievement

Result: the experimental group had felt that teachers thought less of them

Competence and Elementary School Achievement. (Hirsch, J. and J. Costello, March, 1969)

Dynamics of Achievement

Purpose: to assess the achievement of Negroes and Whites

Result: both show increase of variability as they progress in grade

Sociological Influences on the Achievement of Negro Children. (Pariluis, R.J., July, 1968)

Purpose: to determine the relationship between family, school and community

Result: social and demographic variables were the most significant predictors of achievement

A Demonstration Study to Determine the Effect of Academic Performance of Giving High School Teachers Background Information on High Potential Low-Achieving Students. (Peterson, J.F., December, 1968)

The Relationship Between Parent Behavior and Achievement of Children. (Rankin, P.T., 1967)

Purpose: to determine scholastic achievement of children

Result: scholastic achievement related to the amount of interest taken by parents in children's school activities

Social Factors in Educational Achievement and Aspiration Among Negro Adolescents. (Cramer, M. and others, August, 1967)

Parental Antecedents of One Motivational Determinant of Intellectual Achievement Behaivor. (Crandall, V.C. and W. Katovsky, November, 1968)

Purpose: to relate the interaction between parent and child

Result: parents with supportive, positive relationships foster beliefs in self-achievement in children

Self-Esteem and Achievement Expectation for White and Negro Children. (Cuggenhein, F., May, 1967)

Purpose: to study the relationship between self-esteem, academic expectations and ethnic group membership

Result: the Negro level of aspiration dropped after failure

ASPIRATION

Some Effects of Audio-Visual Techniques on Aspirational Level and Ethnocentric Shift. (Teahan, J.E., September, 1967)

The Effect of Segregation on the Aspiration of Negro Youth. (John, N., 1966)

STUDIES OF THE STUDENTS

The Prediction of Drop Out Behavior Among Urban Negro Boys. (Billock, H.A., June, 1967)

Purpose: to determine the behavior dealing with urban Negro boys who face high school pressure

Result: it was found that school records and family structure variables predicted early school leavers

Black Youth in Southern Metropolis Atlanta. (Conyers, J.E. and others, July, 1967)

Results: 1. 34% of the students listed dissatisfaction with facilities
2. 25% desired substantial or total change in themselves

The Educational Attainment - Population Characteristics. (Department of Commerce, February, 1968)

Effects on Incentive and Complexity on Performance on Students. (Fang, Marcus C.S., June, 1967)

Purpose: to identify the effects of incentive on performance of students

Results: 1. high SES subjects performed better than low SES subjects
2. no relationship was found between SES and the nature of the incentive used

Services to Children in Open Enrollment Receiving Schools. (Fox, D.J. and others, 1967-68)

Purpose: to improve the academic skills and attitudes toward education

Result: participating children and parents acquired and sustained positive attitude regarding integration

Racial Isolation in the Public Schools. (Hannah, J. and others, October, 1967)

Results: 1. 75% Negro children are enrolled in schools over 90% Negro
2. it is caused by segregated housing

The Education of Minority Group Children in New York City. (Harlem Parents Committee, July, 1967)

Self-Other Relationships of Segregated and Desegregated Ninth Grade. (Harootunian, B., March, 1969)

Result: segregated Negroes tend to identify most with significant others - white identify least

Springboards, Texts the Students Steal. (Harris, C., February, 1968)

A Comparison of the Organizational Climate of Negro and White Elementary Schools. (Kenning, J.B. and H.W. Gentry, August, 1968)

Purpose: to determine faculty perception of school organizational climate

Result: both Negro and White faculties view their schools as paternalistic

High Priority for Low Levels. (Leeson, J., November, 1968)

Result: family and home environment are the most significant factors affecting school achievement

A Case Study in Urban-Suburban Cooperation. (Mahan, T.W., March, 1967)

The Curriculum Development Program for Drop-Out-Prone Students. (Matthews, C.V. and J.E. Roam, April, 1965)

Tutoring Ups Infant I.Q.'s Dramatically. (NIMH, 1969)

Purpose: to find how tutoring infants from disadvantaged families affect I.Q.'s

Result: I.Q.'s increased with tutoring

Acceleration for the Average Potential Dropout. (Chamberlin, G.L. and C.D., November, 1968)

Purpose: to see how successful the program for underachievers is

Result: most students benefited

Sounds of Society, a Demonstration Program in Group Inquiry. (Chandler, B.J. and F.D. Erickson, September, 1968)

Purpose: to study the cultural differences and their influence on the behavior and language of lower class Negro and middle class White youth

Some Learning Disabilities of Socially Disadvantaged Puerto Rican and Negro Children. (Cohen, S., February, 1968)

A Candy-Handy Approach to Faster Learning. (Cooper, D., November, 1968)

Outside the Expected. (Dienskfrey, H., March, 1968)

Purpose: to study the positive effect of favorable expectation of teachers on disadvantaged students

Result: not all experimental students made I.Q. gains

Discovery in the Urban Sprawl. (Hymovitz, L., November, 1967)

1. A cultural enrichment project for disadvantaged students in high school.

2. Enrichment in financial planning projects.

You Can't See the Trees for the School. (Meyer, V., November, 1966)

Result: Negro and Puerto Ricans in Benjamin Franklin High School had negative feelings about the values of an education.

Where the Action Is. (Reed, H. Skidmore, May, 1969)

Purpose: to show that a multisensory art experience can stimulate academic motivation

Result: the dropout rate was low and students felt that they had benefited

School Goals, Social Class, and Pupil Careers. (Sarri, R.C. and I.D. Vintei, September, 1968)

COMPENSATORY EDUCATION

What Types of Compensatory Education Programs are Effective. (Kirst, M., June, 1968)

Purpose: 1. to improve inservice teacher training
2. to improve parent involvement

Result: effective individual instruction cause gain

Principles and Programs of Compensatory Education. (Lopez, L., December, 1967)

Purpose: to encourage disadvantaged children to remain in school

Result: no result

Compensatory Education for Cultural Deprivation. (Bloom, B. and others, 1965)

Compensatory Practices in Colleges and Universities. (Wilkerson, D., November, 1969)

A number of colleges are engaging in compensatory practice in recruiting program, special aid funds, preparatory programs, etc.

South Miami Junior High School Curriculum. (March, 1969)

Purpose: to develop an inservice program

Result: improved attitudes towards school, self

INSERVICE EDUCATION AND TEACHER TRAINING PROGRAMS

Project for the Inservice Preparation of Teachers for the Desegregation of Selected Schools. (Chattanooga Public School, April, 1969)

Purpose: inservice preparation of teachers for the desegregation school

Results: 1. comfortable interracial relations developed
2. success of team teaching

Report of Inservice Institute for Selected Professional Personnel of Three School Districts (Henderson State College, April, 1969)

Purpose: to change the attitudes of administrators, school board, community leaders, counselors and teachers for dealing with desegregation

Result: both evidence of observers and the judgments of participants subscribe to the effectiveness of the program

Some Suggestions for Professionals in Work/Training Programs for the Disadvantaged. (Hodell, L., March, 1969)

1. A case history of a Puerto Rican dropout to illustrate the visual perception difficulties.

2. Remedial work failed because of the deep-seated perceptual difficulties.

Report on Teacher Preparation Program for Indianapolis Pre-School Centers. (Ingalls, L., February, 1969)

1. a training institute for teachers is described
2. various consultants addressed the group
3. school community workers contacted

Report of the Westside Workshop on Teacher Training. (Levine,D., and others, October, 1967)

Purpose: 1. to help teachers prepare instructional material
2. to give undergraduate majors preservice experience

Results: the project stimulated new instructional material

A Report on Research and Teacher Education Projects for Disadvantaged Children. (Martinson, R., and R. Ruthemeyer, 1967)

Purpose: to improve teacher education program for disadvantaged youth

A Special Student Teaching Program in Junior High School in Low-Socioeconomic Areas. (Schueler, Herbert, August, 1967)

A description of project that assist in recruiting, training teachers.

Teaching Strategies for the Culturally Disadvantaged. (Taba, H. and D. Elkins, 1966)

Curriculum Development and Teacher Training for Disadvantaged Pupils in Special Class. (Tannenbaum, Abraham, M.J., 1966)

Purpose: to improve a career guidance program

Result: the program was not highly successful

Discovering and Developing the College Potential. (Tanner, D. and G. Lackia, November, 1967)

Purpose: to identify disadvantaged and underachieving ninth graders

Result: no results as yet recorded

Teacher Training to Teach the Disadvantaged. (February, 1968, Eric #Ed. 024748)

Purpose: to evaluate the effectiveness of the 1966-67 Title I teacher training program

Result: ESEA Title I inservice training changed the attitudes of teachers and leaders toward the disadvantaged

Sources of Teacher Satisfaction in Slum Schools. (Wayson, W., December, 1967)

Purpose: to identify motives and perception which differentiate teachers who remain from teachers who leave slum schools

Results: Leavers - 1. stressed lack of responsiveness
2. were younger
3. were achievement oriented

Stayers - 1. were older
2. stressed responsiveness to warm personal relationship

The Effect of Teaching Behavior on Verbal Intelligence in Operation Head Start Children. (Conners, C.K. and Eisenberg, July, 1967)

Reading Comprehension Among Minority Groups. (Potten, T.C., December, 1969)

Purpose: to study third grade Negro children

Result: language experience approach to reading comprehension is more effective

Growth and Development of Negro Infants. (Scott, R.B., November, 1968)

Comparative Study of Negro and White Dropouts. (Stetler, H.G., November, 1968)

Purpose: to compare Negro and White dropout

Results: 1. the dropout rate for Negroes was greater
2. more family instability among dropout

Minority Group Performance Under Various Conditions of School Ethnic and Economic Integration. (St. John, N.H.)

Result: Southern Negroes had lower aspirations than Northern Negroes.

School Disorder, Intelligence, and Social Class. (White, M.A. and J. Charry, September, 1968)

Purpose: to assess the variables related to pupil maladjustment

Result: school disorder was more related to low I.Q. than to low (SES)

Administering the POSR to Lower Class Children. (Whitesides, S., November, 196

MISCELLANEOUS

Homework Helper Program, Fact Sheet. (Deering, A.R., 1968)

Purpose: to get results of homework helper program

Result: an improvement in reading

Two Tests of Perceptual-Motor Function. (Fisher, S., September, 1968)

New Mexico State Evaluation Report for Fiscal Year 1967 for Public Law 89-750 Projects for Neglected and Delinquent Program. (Garcia, I. and J. Manzanares, 1967)

How Urban High School Teachers View Their Jobs. (Kornacker, M., March, 1967)

Purpose: to study the role of orientation among teachers of different ethnics

Results: teachers from highly urbanized ethnic group emphasized competence

Social and Economic Condition of Negroes in the U.S. Current Population Reports. (Miller, H.P. and D. Newman, 1967)

The Consequence of Racial Isolation in the Public Schools. (Pettigrew, T., June, 1968)

Results: 1. social class is the most important school correlate of achievement test scores
2. teacher quality more significant to achievement than school facilities

The School-Community Coordinating Team. (Eric #Ed. 023 706, March, 1969)

Reconstruction in Educational Research. (Schulman, L.S., May, 1966)

Purpose: to provide a guide to research.

The Negro in Modern American History Text Book. (Sloan, I., May, 1969)

Result: "The Rise of the American Nation" by Tood and Cunti is ranked the best for its discussion of the Negro in American History.

The Relationship Between Poverty and Educational Deprivation. (Suchman, E.A., and others, July, 1969)

The Central Program for Project Opportunity. (Weber, W., April, 1969)

Purpose: to identify the disadvantaged with college potential

Learning Effects of Integration in New Rochelle. (Wolman, T.G., December, 1968)

Purpose: to determine the academic effects of disadvantaged students transferring to other schools.

Result: the scores of kindergarten transfers were significantly higher than non-transfers

END

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